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ABSTRACT

Recognizing the relationship between interests and tastes that exists in the reading selection process, studies concerning either interests or tastes or a combination of both are included in this bibliography. However, taste as an inherent factor in the selection process was rarely treated in the research. The major concern was an emphasis on enumerating or classifying what was read and, in a few instances, on evaluating the selection or discussing the readers' demands for quality. Studies included in Part 1 were published from 1950 through 1969 and were organized into four sections: preference surveys, interests and tastes in relation to other factors, programs to develop interests and improve tastes, and research summaries. A descriptive abstract describes each entry in Part 1. Part 2 included citations and brief annotations for relevant documents published prior to 1950. (Author/NH)

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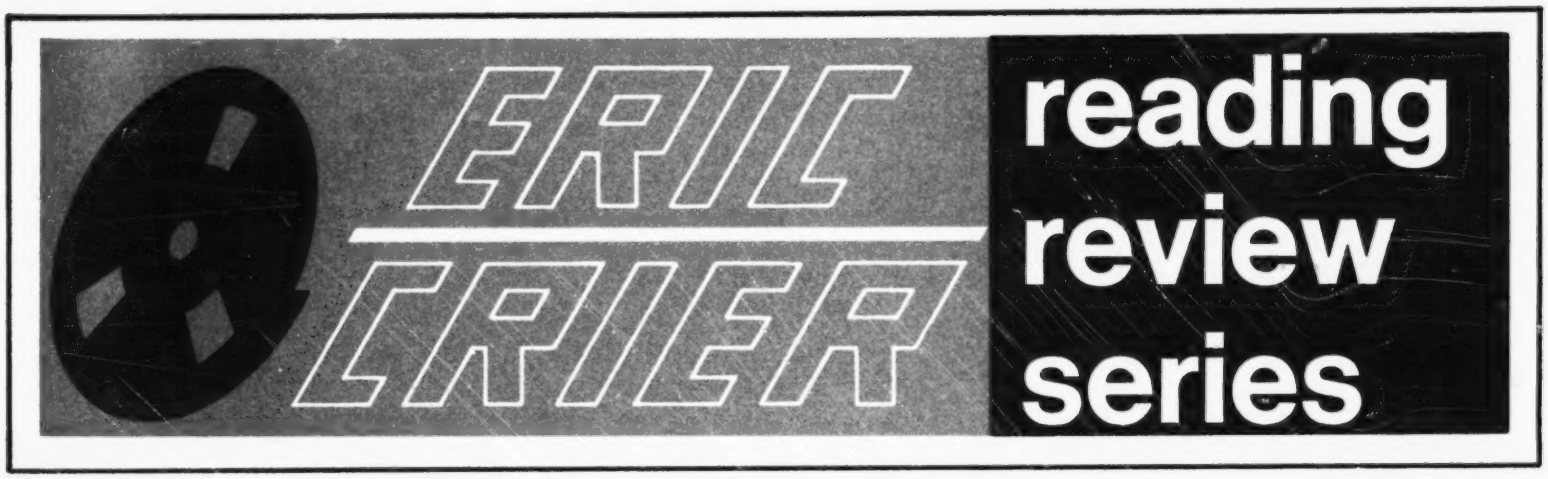

Research on Elementary Reading: Interests and Tastes

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ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING

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The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

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Information on the ERIC System:

ERIC

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

ERIC/CRIER

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) is one of the 19 clearinghouses in the ERIC system. ERIC/CRIER is located at Indiana University and is a joint project of the International Reading Association and the University in cooperation with USOE. Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

> ...research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

Introduction

Whenever a reader selects a book for voluntary reading, the elements of interests and taste operate together. He chooses something that satisfies his general interests for content and also something that meets his own demands for quality. How often he seeks books to satisfy his needs is determined to a large extent by his past successful encounters with books and also by the availability of books and other alternative activities. According to Guy L. Bond and Eva Bond Wagner,

> Interests give the direction, the motive power, and the drive to the reading, and tastes determine the quality of the reading material demanded by the reader. [Teaching the Child to Read. 3rd ed. (New York: The Macmillan Company, 1960) 317.]

Recognizing that this relationship between interests and tastes exists in the selection process, studies concerning either interests or tastes or a combination of both are included in Research on Elementary Reading: Interests and Tastes. However, taste as an inherent factor in the selection process was rarely treated in the research. By far the major concern was an emphasis on enumerating or classifying what was read and, in a few instances, on evaluating the selection or discussing the readers' demands for quality.

Often broad general interests of a given age and sex were reported. Bond and Wagner remind us, however, that "the specific interests of children,...vary greatly from child to child." (p. 301) The user of this bibliography may well remember the caution of Robert L. Thorndike:

> No generalization about reading interests of groups will take the place, for the teacher, of a knowledge of the personal pattern of choices of each individual. Any group trends in interest development should serve merely as a framework of general probabilities into which to fit the picture of the individual child. [Children's Reading Interests: A Study Based on a Fictitious Annotated Titles Questionnaire. (New York: Bureau of Publications, Teachers College, 1941) 37.]

Studies included in Part I of this bibliography were published from 1950 through 1969 and are organized into four sections: (1) Preference Surveys, (2) Interests and Tastes in Relation to Other Factors, (3) Programs to Develop Interests and Improve Tastes, and (4) Research Summaries. They are alphabetized by the author's last name within each section.

Section 1, Preference Surveys, explores both self-selected activities and preferences of the elementary school child in general and the amount and the nature of voluntary reading in particular. Studies report both expressed behavior--through the use of such devices as the

questionnaire, interview, or log of activities--and observed behavior, using such devices as the anecdotal record and library usage surveys. Some of the factors which influence reading attitudes and the selection, quantity, and quality of reading include age, sex, intelligence, cultural environment, attitudes toward self as a reader, availability of reading materials, general interests, and competing uses of leisure time. Most often the studies report characteristics of identified groups in terms of general-interest subject categories rather than preferences of individual students for specific titles.

The studies in Section 2, Interests and Tastes in Relation to Other Factors, investigate the relationships between elementary school pupils' interests and tastes and such factors as reading comprehension, recall, retention, reading achievement, primary reading text content, and behavioral characteristics. Studies reporting the effects of experimental treatments, such as a particular classroom organizational pattern, in which consideration of the reader's interests and tastes may be either a primary or secondary consideration, also appear in this section along with studies measuring the change of attitude toward reading in relation to an experimental treatment.

Section 3, Programs to Develop Interests and Improve Tastes, includes reports which describe such programs as elementary school literature programs for various genres and library and supplementary reading programs. It also discusses provisions for building interests and improving tastes through various instructional frameworks, such as the Individualized Reading Program. General discussions of teaching methods for the encouragement of wide reading or improvement of such activities as selective television viewing also appear here.

Section 4, Research Summaries, contains summaries of studies which deal exclusively with the reading interests and tastes of the elementary school child and broader summaries of the entire field of reading which contain a subsection on reading interests and tastes or attitudes.

Part II of the bibliography contains citations and brief annotations of relevant documents published prior to 1950.

As indicated in the title, entries are limited to studies concerning the elementary school pupil. They are also limited to studies in which a student and his interests, habits, and tastes are the focus. Not included are literary analyses, content analyses, and booklists when student responses are not reported.

Regardless of the scope of its entries, any bibliography quickly becomes dated. Therefore, additional searching will be necessary to include recent documents not listed here. Users are encouraged to search abstracting and indexing tools such as Education Index, Sociological Abstracts, Psychological Abstracts, and Current Index to Journals in Education for recent published literature. In addition, current issues of Dissertation Abstracts and Research in Education will alert the user to

appropriate doctoral dissertations and new USOE reports. IRA Conference Proceedings are usually available in local libraries and occasionally in Research in Education.

Research on Elementary Reading: Interests and Tastes is part of the ERIC/CRIER Reading Review Series which was created to disseminate the information analysis products of the Clearinghouse. Four types of documents appear in the Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, citations and abstracts, or citations and annotations developed on more specific topics in reading. The third type provides short, interpretive papers which analyze particular reading areas. And the final type is composed of state-of-the-art monographs which evaluate research findings in a given field, provide guidelines for applying this research to classroom practice, and identify research needs.

ERIC/CRIER publications utilize the Basic Reference Collection which includes more than 7,000 citations covering research and research-related reports on reading published since 1900. Following is a description of all Basic References, each of which can be ordered by ED number in microfiche and hard copy reproductions at listed prices from the ERIC Document Reproduction Service (EDRS). This information follows the title of each reference. (See Appendix A for complete EDRS ordering information.) The title citation also indicates the ERIC/CRIER identification numbers of all documents in that publication. Information on the availability of the documents within each reference is included in the descriptive paragraph.

ERIC/CRIER Basic References

* Published Research Literature in Reading, 1900-1949
(ED 013 970, microfiche $2.00, hard copy $24.90 from EDRS).
Includes ERIC/CRIER identification numbers 2 to 2883.

* Published Research Literature in Reading, 1950-1963
(ED 012 834, microfiche $1.50, hard copy $19.90 from EDRS).
Includes ERIC/CRIER identification numbers 2885 to 4803.

* Published Research Literature in Reading, 1964-1966
(ED 013 969, microfiche $0.75, hard copy $9.10 from EDRS).
Includes ERIC/CRIER identification numbers 4804 to 6562.

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading,

including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the Reading Review Series include material taken from the annual summaries of 1900 to 1968. New articles are incorporated each year as the annual Summary is completed.

* USOE Sponsored Research on Reading
(ED 016 603, microfiche $0.50, hard copy $5.30 from EDRS).
Covers 1956 through 1965 and includes ERIC/CRIER identification numbers 6563 to 6706.

* USOE Sponsored Research on Reading, Supplement 1
(ED 031 606, microfiche $0.50, hard copy $3.05 from EDRS).
Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; complete information on microfiche and hard copy prices is included with each entry, along with the ED number necessary for ordering.

* Recent Doctoral Dissertation Research in Reading
(ED 012 693, microfiche $1.00, hard copy $11.05 from EDRS).
Covers 1960 to 1965 and includes ERIC/CRIER identification numbers 5348 to 5727.

* Recent Doctoral Dissertation Research in Reading, Supplement 1
(ED 028 055, microfiche $0.75, hard copy $9.00 from EDRS).
Covers 1966 to 1968 and includes ERIC/CRIER identification numbers 6707 to 7051.

* Recent Doctoral Dissertation Research in Reading, Supplement 2
(ED 035 793, microfiche $0.50, hard copy $5.25 from EDRS).
Covers July 1968 through June 1969 and includes ERIC/CRIER identification numbers 7428 to 7619.

These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were selected. Information on the procedures, design, and conclusions of each investigation is given in the abstract. Each entry includes complete bibliographic data and is listed alphabetically by author.

Copies of the documents in these references can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic form. (See Appendix B for complete ordering information.)

* International Reading Association Conference Proceedings Reports on Elementary Reading
(ED 013 197, microfiche $4.25, hard copy $56.85 from EDRS).
Includes ERIC/CRIER identification numbers 5908 to 6252.

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

* International Reading Association Conference Proceedings Reports on Secondary Reading
(ED 013 185, microfiche $2.25, hard copy $30.70 from EDRS).
Includes ERIC/CRIER identification numbers 5728 to 5907.

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

* Indexes to ERIC/CRIER Basic References
(ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS).
Covers 1950 to June 1967 and includes ERIC/CRIER identification numbers 2882 to 6706.

This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

Part I -- Studies Published from 1950 through 1969

Section 1: Preference Surveys

Abrams, Mark. "Child Audiences for Television in Great Britain," Journalism Quarterly, 33 (Winter 1956) 35-41.

A survey of child television viewing habits in Great Britain is reported. Over a 4-week period, 1,500 children aged 8 to 15 were interviewed in their homes by trained women. The sample was a national quota sample and matched the total child population in this age group in terms of sex, age, schooling, and parental occupation. Each child was questioned about reading, participation in clubs and youth organizations, visits to the cinema, and television watching. Percentage and frequency of occurrence were used to analyze the data. Of the children interviewed, 41 percent came from homes which had TV. Fifty percent of the middle-class children and 37 percent of the working-class children came from TV homes. The average child in a TV home spent 1½ hours per evening watching adult television. Fifty percent were still watching after 9 p.m. Children with TV sets read almost as many comics as did other children. For middle-class children, the leisure time activity of reading came first, with TV viewing second. For lower-class children, TV viewing was first as a leisure time activity. Other findings are included.

Amatora, S. M. and Edith, S. M. "Children's Interest in Free Reading," School and Society, 73 (March 3, 1951) 134-37.

A study showing the reading interests of 724 boys and girls in grades 2 through 8 is reported. Tables show the percentage of books read at each grade level in each of the following interest categories: religion, poetry, animals, children, people, fairy tales, travel, nature and science, history and adventure. A review of related literature is given, and a bibliography is included.

Amsden, Ruth Helen. "Children's Preferences in Picture Story Book Variables," Journal of Educational Research, 53 (April 1960) 309-12.

The preferences of 3- to 5-year-old children in illustrations and story subjects were investigated. Subjects were 30 boys and 30 girls from three nursery schools. Two sets of 10 identical subject matter illustrations were used. Each illustration varied in amount and value of color or style of drawing. Two basic black and white photographs served as standard subjects for the two sets. From these photographs line drawings were made and painted according to the variable tested. Each child was tested individually in an initial test and a retest 1 week later. At each session, 12 comparisons were presented for choice. Sets were given in reverse order for the retest. The final control was the placement of the pictures on the opposite side of the child in the retest. Data showed that no significant differences occurred between comparison of preferences, but a significant preference for the picture on

the right was noted. Stability of preference did not differ significantly with age; although, more stable choice was evident with the 5-year-olds than with the 3-year-olds. Preferences were noted for light tints and dark shades over bright saturated colors and for photographs over line drawings. Three-year-olds significantly preferred a modified realistic drawing while 5-year-olds preferred a true-to-life drawing. Conclusions are discussed.

Antley, Elizabeth Martin and Fluitt, Ann L. "Socio-Economic Differences in Reading Interests," Vistas in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 342-45.

A survey of the interests of first- through twelfth-grade children in a New Orleans Negro school with 1,600 disadvantaged students indicated reading preferences. First and second graders picked stories from their basal readers. Children from these two grades and third graders selected make-believe and animal stories. Third-grade boys added cowboy stories, and the girls, adventure. Cowboys were first choices of fourth-grade boys and girls and of fifth-grade boys. An interest in history, stories about how to make things, adventure, and travel began for the girls and turned toward love, romance, and adventure in the junior high grades. Cowboys, war, adventure, and sports stories dominated the preference of boys through the twelfth grade; in several grades science, history, adventure and how-to stories also ranked. Love, adventure, and romance dominated the interests of secondary girls, but history and science were also listed. Preference for television programs broadened gradually from grades 4 through 8 and narrowed from the ninth through the twelfth grades. Only in junior high was there no positive relationship between TV and reading interests. A survey of the occupational interests of these children reflected a rather surprising breadth of knowledge about the world.

Butler, James Orval. Expressed Reading Preferences of Children Enrolled in Grade Two in Selected Schools of Colorado. 121 p. (Ed.D., The University of Oklahoma, 1964) Dissertation Abstracts, 25, No. 12, 7023. Order No. 65-4090, microfilm $2.75, xerography $6.00 from University Microfilms.

The reading preferences of children in grade 2 were investigated. In addition, the influence of sex, intellectual ability, socioeconomic environment, and reading competence upon these preferences was studied. Twenty-four books representing eight categories of reading interest were read orally to the children. Children were selected to represent varying ranges of intellectual ability, socioeconomic environment, and reading competencies. From an analysis of the data, the author concluded (1) Sex is a differentiating factor in the reading preferences by children

enrolled in grade 2. Favorite categories for boys in the study were fantasy, fairy tales, and biography, in that order; the first three choices of girls in the study were fairy tales, fantasy, and animal stories, in that order. (2) The variable factors of intellectual ability, socioeconomic environment, and reading competence are not determiners of the top three category preferences. However, these factors appear to have an effect upon overall preferences expressed throughout the eight reading interests areas. (3) Fantasy appears to be the overall favorite category, followed by fairy tales, animal stories, and home-school life. (4) The category of science and nature was the least preferred by all groups.

Butterworth, Robert F. and Thompson, George G. "Factors Related to Age-Grade Trends and Sex Differences in Children's Preferences for Comic Books," Journal of Genetic Psychology, 78 (March 1951) 71-96.

The reading preferences of children in grades 5 through 12 for comic books were investigated in three phases. The first phase was an attempt to ascertain the relative popularity of current comic books. The second phase involved the use of a questionnaire to determine the relative popularity of the 25 comics most read out of a total of 219. In the final phase an attempt was made to relate comic book popularity to various content factors. Tables and figures illustrate sharp sex difference in preferences for comic books which existed at all grade levels. The majority of the children of both sexes engaged in the practice of trading comic books. Boys tended to read and buy slightly more books than girls. Boys enjoyed comics with masculine theme. Girls were attracted to comic books with themes dealing with feminine, romantic and adolescent characters, with dating and all varieties of humor. Tables, graphs, and references are included.

Byers, Loretta. "Pupils' Interests and the Content of Primary Reading Texts," The Reading Teacher, 17 (January 1964) 227-33.

The voluntary sharing periods in first-grade classrooms in 34 communities in 14 states were analyzed to determine children's interests in order to determine what they would like to read about. The communities were selected to achieve a balance of rural-urban populations, a spread of social class, and a wide geographical distribution. The 10 major categories reported by the children are listed in rank order of frequency: science and nature, possessions, personal experiences, family and home activities, outdoor recreation activities, books, clothing, events concerning friends and community, moving pictures and television, and music and recordings. The implications of the investigation for the content of readers are given. It is suggested that (1) readers should emphasize the immediate environment; (2) more emphasis should be placed on science; (3) primary readers should deal more with real life drama; (4)

content should be assessed for its appeal to boys; and (5) the differences in background, interests, and language development of middle- and lower-class children should be considered. References are given.

Cappa, Dan. "Sources of Appeal in Kindergarten Books," Elementary English, 34 (April 1957) 259.

The sources of appeal of kindergarten books were investigated. The data were obtained from a study of the reactions of 2,500 kindergarten children in the schools of Contra Costa County, California, to storybooks read to them by their teachers. The teachers were asked to check the observable sources of appeal immediately after the story was initially read. Sources of appeal were listed on the questionnaire used by the teachers. Illustration was followed closely by story content as the chief source of appeal. Information content and humor were observed as being far below the first two and of about equal appeal. Refrain, falling below surprise element, was reported in less than 3 percent of the returns.

Cappa, Dan and Schubert, Delwyn G. "Do Parents Help Gifted Children Read?" Journal of Educational Research, 56 (September 1962) 33-36.

A study of parental encouragement in the reading process is provided. Eighty-three gifted fourth-, fifth-, and sixth-grade children were given a questionnaire concerning leisure reading habits at home and parental attitudes toward their reading. It is reported that the parents of gifted children assume responsibility in extending the reading skills of their children through the buying of books, subscribing to magazines, and providing a place and time to read. As a group, the parents are seen as being critical of their children's reading and are interested in raising the quality and quantity of the reading done by them. Responses to questions are shown in tabular form.

Carsley, J. D. "The Interests of Children (Aged 10-11) in Books," British Journal of Educational Psychology, 27 (February 1957) 13-23.

This study is concerned with the interests and preferences of junior school children in books other than textbooks. A questionnaire based upon a pilot experiment and discussion with teachers was developed and administered to 55 classes in 30 junior schools in two counties and three county boroughs in England. Information concerning available library books in schools, membership in the public library, use of reference books for hobbies and pastimes, and attitude towards stories was collected. A total of 2,040 returns was obtained from the samples of mixed and single sex, single-stream and four-stream schools, county and

voluntary pupil backgrounds. Classification was based upon housing, cultural and working class conditions. Returns were analyzed according to sex and social groupings. Results indicated that books started in school were seldom taken home to complete and that there was more interest among children representing poor economic areas. Books selected by teachers were in the area of popular fiction and were not especially intended to broaden the horizons of pupils. Titles preferred by the children are listed. Active library membership was evident for residential areas. Radio and television were valuable influences in the selection of books of recognized high quality. Tables and references are included.

Castano, Paulina M. "A Study of the Reading Interests and Tastes of Children in the Lakan-Dula Elementary School, Manila," Contributions to Education-Science-Culture. Graduate and Faculty Studies, 6, 145-72. (Centro Escolar University, 1955.)

The reading interests and tastes of children in the Lakan-Dula Elementary School, Manila, were surveyed. Factors affecting the children's interests and tastes and steps which might be undertaken to broaden and refine these interests are listed and discussed. The normative survey method of procedure was utilized. The study was limited to pupils in grades 3 through 6. The questionnaire, observations, interviews, and study of library withdrawals were techniques used to collect data. The findings indicated an indifference to reading, narrowness of interests, and a lack of taste on the part of the children. Reading interests and tastes fell below the standards expected for the various grade levels. The percentage of pupils who rented comics was higher than those who patronized the school library. Results indicated a close association between reading ability and the number of books read. Reviews of related studies, implications of the present study, and recommendations are included.

Chase, W. Linwood and Wilson, Gilbert M. "Preference Studies in Elementary School Social Studies," Journal of Education, 140 (April 1958) 1-28.

The research done at Boston University School of Education which might have an effect upon the teaching of social studies in elementary classrooms is reported. Chapter 1 gives the subject preferences of fifth-grade children and their teachers. The first collection of data was made in December 1947, and the study was repeated in all its phases by collecting exactly the same kind of data in January 1957. In both studies, the reliability of the check list was determined by resubmitting the check list 2 months after the first checking. Chapter 2 discusses the influence of achievement and ability on preference. Chapter 3 considers social studies among liked and disliked school subjects; chapter 4 presents preference studies on activities; and chapter 5 describes the influence of the teacher. Tables and references are included.

Coleman, J. H. and Jungeblut, Ann. "Children's Likes and Dislikes About What They Read," Journal of Educational Research, 54 (February 1961) 221-28.

The use by children of a six-point scale of liking and aversion to indicate their attitudes or reactions to several prose excerpts apparently within their ability to read and comprehend was investigated. Approximately 750 children in grades 4 through 6 in three eastern cities were used as subjects. A total of 81 selections, varying in length from approximately 225 to 400 words, were rated by the subjects. The Lorge Readability Index was used as the primary instrument for the grade placement of the selections. Results were discussed. It was indicated that the children readily learned to utilize the rating scale effectively. Fairly distinct likes and dislikes were observed in the children's ratings. Uses for such a rating tool are suggested. Further research is encouraged. Tables and figures are included.

Committee on Reading. Studies in Reading, 2. Publications of the Scottish Council for Research in Education, 34. (Warwick Square, London, E. C. 4: University of London Press, Ltd., 1950) 113 p.

This publication by the Scottish Research Council reports three reading studies. The first study investigated the effect of socioeconomic status of the home on reading achievement at ages 5 to 8. Evidence showed that reading achievement at the early stages is affected by socioeconomic status and that school experience does not reduce discrepancies in the reading achievement of children from diverse socioeconomic backgrounds. The second study focused on the effect of training on reading readiness among Scottish children with a year of schooling. Their reading readiness test scores were compared with those of American children just entering school. Their reading achievement test scores were compared with norms for children who had a year of schooling. Results supported the thesis that reading readiness depends as much on training as on maturation. The third study which surveyed the reading interests of children in Glasgow in relation to the availability of books in public libraries disclosed that the children had a free choice of books within the limits of available books. Their reading habits and interests did not differ much from those of American children. Each of these studies includes an extensive bibliography.

Curry, Robert L. "Subject Preferences of Fifth-Grade Children," Peabody Journal of Education, 41 (July 1963) 23-27.

The purpose of this study was to determine the rank order of nine subject preferences of fifth-grade children. Questionnaires were sent to 43,979 fifth graders in 276 cities which were distributed in all 50 states. The rank order of subject preferences was reported for boys,

girls, and boys and girls. A similar study completed in 1949 is also reported, and a comparison between the two studies is made.

Curry, Robert R. "How Popular Is Reading Instruction?" New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 110-18.

The importance of developing reading skills is noted. The increase in studies during the twentieth century pertaining to reading and the concern of parents with their children's reading ability are discussed. A number of studies reporting reading popularity as a school subject are related, and a study of 43,979 fifth-grade students throughout the United States revealing reading popularity is described. A tabular breakdown of responses by sex, geographic area, and state is presented. References are included.

Cutts, N. E. and Moseley, Nicholas. "Bright Children and the Curriculum," Educational Administration and Supervision, 39 (March 1953) 168-73.

The results of a questionnaire study of bright children's reactions to their school work are reported. The subjects were 673 boys and girls with IQ's of 120 or higher in grades 2 through 12 in 10 Connecticut schools. The children were asked what school subjects they liked best and least and what subject made them work hardest. When asked if they had ever skipped a grade, 32 answered in the affirmative. More boys than girls liked science, shop, and gymnasium at all levels of the curriculum and liked mathematics from 7 through 12. More girls than boys liked music. Mathematics headed both "like best and hardest" and "like least and hardest" lists. The forces producing this result and additional findings concerning student reactions are discussed. Tables are included.

Denny, Terry and Weintraub, Samuel. "First-Graders' Responses to Three Questions About Reading," Elementary School Journal, 66 (May 1966) 441-48.

The responses of first graders to three questions about reading are reported. Subjects, 111 pupils in five first-grade classrooms in three school systems in Indiana and Michigan, were interviewed, and their responses were analyzed and classified into logical categories. When asked if they wanted to learn to read, a negative answer was given by four children. In answering why they wanted to read, the following reasons were offered: (1) 30 pupils, one-fourth of the children, gave vague and meaningless reasons, (2) 27 children wanted to learn as a means to a goal, (3) 37 wanted to learn to read to themselves or to others, (4) 10 wanted to learn because there was some feeling of value

connected with such learning, and (5) 11 pupils identified themselves with a reader. When asked what they had to do to learn to read in the first grade, these ideas were advanced: (1) 38 pupils didn't know, (2) two-fifths of the remaining responses indicated that a passive type of obedience was required, (3) two-fifths of the children saw themselves taking some action in learning, and (4) one-fifth of the children thought the teacher would show them how to read. Differences in answers related to sex, race, and family income are discussed. References and tables are included.

Denny, Terry P. and Weintraub, Samuel. "Exploring First Graders' Concepts of Reading," The Reading Teacher, 16 (March 1963) 363-65.

An unfinished study to explore first graders' concepts of reading is discussed. Five first-grade classes from widely divergent socioeconomic backgrounds, including a predominantly rural sample, an all-Negro sample, and two urban groups from a lower-middle and an upper-middle class area were being studied. An individual interview taped during the first week of school was administered to the classes. The interview consisted of a series of questions designed to lead the child to verbalize his understanding of the reading process and to express his feelings regarding himself as a future reader. The taped protocols were to be reproduced on typescripts for analysis. They were to be examined individually by sex and by social class and collectively for patterns and trends related to the research questions. References are given.

Droney, Margaret L.; Cucchiara, Stella M.; and Scipione, Alice M. "Pupil Preference for Titles and Stories in Basal Readers for the Intermediate Grades," Journal of Educational Research, 47 (December 1953) 271-77.

The purposes of this study were (1) to determine which story titles in basal readers appeal to children in grades 4, 5, and 6, (2) to compare the choices of boys and girls for story titles, (3) to determine whether children select a title because of title appeal or story appeal, (4) to compare sex differences in story and title appeal, and (5) to compare the preferences of the upper and lower quartile for title appeal and story appeal. Five lists of titles, each from a different basal reader, were presented to the 1,498 subjects (equally distributed by sex and grade) who were instructed to select from each list the five titles which appealed to them most. The data from this survey supplied a list of the 50 most highly rated titles to be used with a second sample of 744 children. Sex and intelligence differences as well as title and story preferences were obtained from this second group. The marked unpopularity of some titles indicated that publishers might well submit titles to children for their reaction prior to inclusion in a reader. Titles which included a feminine character might be eliminated because boys continually rejected these titles. Titles including meaningless, strange, and foreign words should be revised to encourage the reading of the story.

Dunlop, Doris C. "Children's Leisure-Reading Interests," Studies in Reading, 2. Publications of the Scottish Council for Research in Education, 34, 81-105. (Warwick Square, London, E. C. 4: University of London Press, Ltd., 1950.)

The reading interests of Glasgow children were determined through the use of library circulation records, interviews, and written compositions. The results were compared to those of similar studies in Edinburg, Aberdeen, and the United States. The Chi-square technique was employed for statistical comparison. Some of the findings follow. There was a real divergence between the stock available and the books issued. The peak reading age was 12 to 13 years. More fiction than nonfiction was read. More girls than boys read. Girls preferred school stories and, as adolescents, preferred love stories. Boys preferred adventure stories. There was a preference for "light contemporary fiction" rather than for the "classics." The readers' choices were heavily influenced by favorite book type or favorite author. It was concluded that there is no significant difference in the reading habits of American and British children. Further research is suggested. A bibliography is included.

Gaier, Eugene L. and Collier, Mary Jeffery. "The Latency-Stage Story Preferences of American and Finnish Children," Child Development, 31 (September 1960) 431-51.

The story preferences of grade school children in American fourth and fifth grades in a New Jersey school and those of a group of Finnish elementary children in Helsinki were studied. It was expected that the story preferences of the subjects, presumably in the latency stage, would reflect differences in their respective cultural contexts. Each child was asked to complete a questionnaire concerning his favorite story. The child was asked also to summarize the story in his own words. It was found that (1) there appeared to be no generally popular story, (2) fiction was the preferred kind of story, (3) subjects particularly liked stories about travel; exciting, dangerous pursuits; and escape, (4) all groups selected the favorite story from those recently encountered and in accord with the taste of their peers rather than their elders, (5) happy endings were usually attributed to preferred stories, but were apparently not considered especially important, and (6) there were great sex differences in preferences, even cross culturally. References and tables are included.

Geeslin, Dorine Hawk. A Descriptive Study of the Current Book Choices of Pupils on Three Grade Levels: A Search for the Effects of Reading Age upon Reading Interests. 111 p. (Ed.D., The Florida State University, 1967) Dissertation Abstracts, 28, No. 3, 875-A. Order No. 67-11,156, microfilm $3.00, xerography $5.60 from University Microfilms.

Third-, fifth-, and seventh-grade students rated the interest appeal of books they had read. The survey resulted in knowledge of third graders' preferences, an assessment of the holding power of the titles established by previous investigators as being popular among fifth and seventh graders, and the identification of three groups of books representative of the reading interests of the three grade levels represented. Two experimental groups were selected. Each subject was shown pairs of books and asked which book in each pair he would prefer to read. One book in each pair was a favorite of his reading-age peers, and the other was a favorite of his chronological-age peers. Members of one experimental group were 8 years old, and members of the other were 12 years old. Members of both groups had a reading age of 10. The number of choices made in accordance with reading age was the sample which received statistical treatment. There was no evidence that boys were influenced more by either reading age or chronological age. Girls in classrooms with chronological age mates made more choices for books preferred by age mates, while girls in classrooms with children younger than themselves did not make a significantly greater number of choices in accordance with chronological age.

Gray, William S. and Iverson, William J. "What Should Be the Profession's Attitude Toward Lay Criticism of the Schools? With Special Reference to Reading," Elementary School Journal, 53 (September 1952) 1-44.

A report on the nature of lay criticisms of the public schools, with special reference to reading, is given. Ways for the teaching profession to respond to the current criticisms and to achieve needed improvements are suggested. A lengthy discussion of lay and professional criticism of reading instruction is included along with a survey of reading instruction and achievement and of outside reading. Local and national studies are described. Tables and references are included.

Greenblatt, E. L. "An Analysis of School Subject Preferences of Elementary School Children of the Middle Grades," Journal of Educational Research, 55 (August 1962) 554-60.

An investigation of the relative popularity of certain school subjects was made among pupils of the third, fourth and fifth grades. The relationship between children's choices and the variables of sex, achievement in the subject, level of intelligence, and the amount of similarity between the subject preferences of children and their teachers was analyzed. Approximately 300 children were asked to list their three favorite subjects in order of preference. Data on level of intelligence and achievement in the areas of reading and arithmetic were obtained from the California Test of Mental Maturity and the California Achievement Test. Art and arithmetic were preferred over all other subjects with the exception of social sciences. It was indicated that boys preferred

science, and girls, music. No relationship between achievement of the pupils in a subject and the degree to which they preferred it was discovered except that girls chose or did not choose arithmetic in terms of their achievement in the subject. In two groups divided by IQ those with a higher IQ (110 or higher) preferred arithmetic, art, and reading in that order, and those with a lower IQ (91 or lower) preferred art, reading, and spelling. Strong agreement between the preferences of teachers and the pupils of Group 1 was shown. Tables and references are included.

Gunderson, Agnes G. "What Seven-Year-Olds Like in Books," Journal of Educational Research, 50 (March 1957) 509-20.

The reactions of a selected group of second graders to certain books and stories are reported. Among the books read to this group of 21 children, 14 books were selected by the teacher for discussion with the children. The books selected were Hugh Lofting's Story of Doctor Dolittle, Margot Austin's Peter Churchmouse, E. B. White's Stuart Little, Robert Lawson's Rabbit Hill, Rudyard Kipling's The Elephant's Child - Just So Stories Series, Phil Stong's Honk the Moose, Marie Hall Ets' Mister Penny, Pamela L. Travers' Mary Poppins, Robert McCloskey's Blueberries for Sal, Leonard Weisgard's Pelican Here, Pelican There, Marjorie Flack's Wait for William, Dr. Seuss' The 500 Hats of Bartholomew Cubbins, Virginia Lee Burton's The Little House, and Margaret Wise Brown's Wait Till the Moon Is Full. While the children enjoyed the pictures in the books, they were most concerned with content. Comments were recorded, summarized, and classified according to reasons for liking the book, incidents remarked upon, special words liked, and adventures and miscellaneous remarks. In general, the most appealing qualities were humor, excitement, suspense, adventure, elements of magic or fancy, and a satisfactory ending. Charts and references are given.

Havighurst, Robert J. "Relations Between Leisure Activities and the Socio-Economic Status of Children," Growing Points in Educational Research. Official Report American Education Research Association, 201-08. (Washington: American Educational Research Association, 1949.)

The relationship between social class and leisure activities was studied. It was hypothesized that leisure activities of socially mobile students would vary from those of the social class from which they come. Subjects were fifth-, sixth-, and seventh-grade students from an urban public school. Warner's social class index was used to assess social class. Students were asked to record their daily activities for 2 weeks. Percent, rank order, and frequency were used to analyze the data. Scouts were predominately middle-class students. Agencies such as the Neighborhood Club attracted lower-class students. Middle-class children took part more frequently in family activities and were

restricted in movie attendance. A small number of lower-class students participated with middle-class students in middle-class organizations.

Holmes, Sidney. "The Selection and Use of Trade Books with Poor Readers," Clinical Studies in Reading. Supplementary Educational Monographs No. 77, 112-18. (Chicago, Illinois: University of Chicago Press, 1953.)

An investigation of retarded readers' choices of trade books for recreational reading is reported. Subjects were 17 boys and girls assigned to a reading clinic for the summer. Age range was 7 to 18 years. IQ's ranged from 83 to 121, with two in the dull normal range and the remainder in the average to superior range. Book preference information was secured through casual conversations and through pupils' remarks. The results are summarized for each case, and two case studies are presented in detail. The following tentative conclusions were reached: (1) the desire to read surpassed any characteristic of books; (2) each student had to be considered individually; (3) books of high interest and low vocabulary were most useful; (4) short books encouraged the older retarded readers; (5) scheduling a definite time for free reading produced the best results; (6) retarded readers liked humor, action, a minimum of description, and a good plot; and (7) booklists should be used only as a starting point which allows selection of books to be guided by individual needs.

Howden, Mary Evalyn. A Nineteen-Year Follow-Up Study of Good, Average, and Poor Readers in the Fifth and Sixth Grades. 211 p. (Ph.D., University of Oregon, 1967) Dissertation Abstracts, 29, No. 1, 63-A. Order No. 68-9998, microfilm $3.00, xerography $9.70 from University Microfilms.

Fifty-seven persons who had been tested on reading achievement and academic aptitude in 1948 were located and retested with the Gates Reading Survey. Each subject was also personally interviewed in order to obtain information regarding the amount of reading required occupationally, recreational reading habits, community participation, and general educational and occupational history. The group included nine good readers, 22 average readers, 22 poor readers, and four deviant readers. The nine good readers all ranked high on the retest. Those who had been average remained so, tending to overlap the bordering scores of both poor and good readers. The 22 poor readers had three different outcomes: six achieved scores similar to those of the other adult, average readers; 11 remained poor readers; and five, all of below-average IQ, were illiterate adults with grade scores ranging from 2.4 to 3.6. A strong though not perfect correlation was found between the amount of reading done and current reading skill. Good readers in childhood generally liked to read as adults, while poor readers in childhood disliked reading.

Inskeep, James and Rowland, Monroe. "An Analysis of School Subject Preferences of Elementary School Children of the Middle Grades: Another Look," Journal of Educational Research, 58 (January 1965) 225-28.

A study of school subject preferences of the elementary school child relating to the Greenblatt study (E. L. Greenblatt, Journal of Educational Research, 1962) is described. Five hundred and fifty fourth-, fifth-, and sixth-grade pupils were studied. Information on grade level, sex, preference for school subjects, perception of teacher's preference for school subjects, perception of own success in school subjects, and degree of enjoyment of school were obtained using Q-sorts. Data on grade level taught, sex, and preference of school subjects were obtained from teachers. The correlation of each student's subject preferences with the preferences of his teacher and the correlation of each pupil's preference with his perceptions of the preferences of his teacher (attitude congruence) were figured. The findings of pupil preferences and attitude congruence are described as agreeing with those of the Greenblatt study. The order of presentation of school subjects is noted as having a significant effect upon the findings. A discussion of the limits of the study is given.

Johnson, Lois V. "Children's Newspaper Reading," Elementary English, 40 (April 1963) 428-32, 444.

A study to explore some aspects of the newspaper reading habits and interests of children in grades 4, 5, and 6 in three public schools in an urban area is reported. A questionnaire was given to 564 children with a normal range of reading achievement. The comics were reported as "usually read" and "liked best." The news or front page news was indicated as next in interest. Sports news rated third. A discussion of reasons why children reported differences is given. The majority of children named one or more school subjects in which they had been helped by newspaper reading. The reported effect of newspaper reading on school subjects is discussed.

Jung, Raymond. "Leisure in Three Cultures," Elementary School Journal, 67 (March 1967) 285-95.

The leisure activities of 574 fifth- and sixth-grade Caucasian, Negro, and Chinese-American pupils from Oakland, California, were studied to determine whether leisure activities are more closely related to socioeconomic status than to ethnic group membership. The children were divided into 12 comparison groups based on ethnic derivation, socioeconomic class, and sex. All students kept diaries in which they recorded leisure activities for 1 week. Findings were classified according to the following groups--play, television viewing, reading, organization membership and participation, homework, home chores or jobs, and family activities. For most comparisons, differences between socioeconomic or

ethnic groups were not significant, but any significant differences that did occur were ethnic. Results indicated that the use of leisure time can be improved. The children participated extensively in outdoor activities but spent little time on hobbies or activities such as reading. Too much time was spent in television viewing. It is suggested that all schools encourage an interest in hobbies and reading, that schools whose students have heavy out-of-school academic burdens lighten homework loads, that schools in disadvantaged areas provide more use of school facilities after hours and study the needs of their own communities, and that parents be encouraged to enrich their children's out-of-school lives. References are listed.

Kittross, John M. "Some Attempts to Develop an Index of Interest," Journal of Communication, 2 (December 1962) 225-33.

A study to develop an index or descriptive measure that might be used to determine the relative incentive to continue to read a passage is described. While attempting to find an objective index of interest with relatively simple procedures, a wide variety of techniques was utilized in the three experiments described in this paper. Methods used in the search for an index of interest-incentive were cloze procedure, retention of interference content, and a proofreading task. The various types of experimental indexes and methodological criticisms are discussed.

Klein, Howard A. Interest and Comprehension in Sex-Typed Materials. 183 p. (Ph.D., Syracuse University, 1968) Dissertation Abstracts, 29, No. 11, 3875-A. Order No. 69-8632, microfilm $3.00, xerography $8.40 from University Microfilms.

The effect of story differences derived from the occupation and sex of the main character upon the interest and comprehension of fifth-grade children was studied. Six basic stories were prepared. Two dealt with ballet dancers and were expected to be liked by girls; two dealt with pilots and were expected to be liked by boys; and two dealt with social workers and were expected to be liked equally by both sexes. Two versions of each story which differed only in the sex of the main character were developed. Thirteen fifth-grade classes, located in Saskatoon, Canada, were randomly selected. The 312 boys and girls were divided into four equal groups, two of each sex. Each group read the six basic stories, three in the male version and three in the female version, in varying combinations. The results indicated that sex-appropriate occupations were rated higher in interest by each sex, that changing the sex of the main character did not affect comprehension, and that low ability boys and girls scored significantly better on cloze scores dealing with materials of preferred sex-typed content.

Kolson, Clifford J.; Robinson, Richard E.; and Zimmerman, William G. "Children's Preferences in Publishers," Education, 83 (November 1962) 155-57.

Children's preferences for publishers of children's books as determined by self-selection is reported. An observation-frequency normative survey of 750 children, aged 6, 7, and 8, in five cities was made. Children were observed examining and finally selecting books, and the books they selected after more prolonged examination were noted. Publishers' books ranking high in adults' preference ranked low in children's preference. Children manifested a strong preference for books by certain publishers through self-selection activities. References are included.

Lam, Charlotte Dawson. Pupil Preference for Four Art Styles Used in Primary Reading Textbooks. 102 p. (Ph.D., The University of Oklahoma, 1967) Dissertation Abstracts, 28, No. 4, 1211-A. Order No. 67-12,003, microfilm $3.00, xerography $5.20 from University Microfilms.

Four art styles of illustration--realistic, muted realistic, semiabstract, and cartoon--were presented in primary reading textbooks to 90 second-grade students who were selected so that the variables of sex, intelligence, and socioeconomic status were controlled. The students overwhelmingly chose the realistic art style. Socioeconomic status and intelligence level may affect pupil preference for art style as pupils from the lower socioeconomic group showed a greater preference for the cartoon art style than those of either the upper or the middle groups. The pupils from the higher and lower intelligence groups tended to favor the same art style; all three groups tended to reject semiabstract art style. The average intelligence group rejected it more consistently than the other two groups.

Larrick, Nancy. "What Parents Think About Children's Reading," Elementary English, 33 (April 1956) 206-09.

Parents of intermediate-grade children were interviewed to determine their attitude toward their children's reading. Five public elementary schools near New York City furnished classroom registers for fourth, fifth, and sixth graders. From these, every eighth child was selected, and his parents were visited. One hundred and seven parents were questioned about methods of teaching children to read, about ways they could help their children read better, about how they could help their children enjoy reading, and about the books and magazines they would recommend for their children. One hundred and thirty-two children were represented in the survey. Forty percent of the parents expressed interest in reading skills, and 60 percent were interested in reading interests. Seventy-one parents said that their children seemed

to enjoy reading in their free time. A list of what the children read at home is included. Three of the 19 parents who had some comment on the teaching of reading were concerned with phonics. Complete data are provided.

Lewin, Herbert S. "Facts and Fears About the Comics," Nation's Schools, 52 (July 1953) 46-48.

The reading habits and interests of nearly 260 boys of average intelligence, aged 12 to 13, and attending three New York City schools were studied to determine if the reading of comics resulted in antisocial behavior. Seventy-five boys selected from the original group were placed in three groups of 25 each on the basis of (1) high interest in comics, (2) low interest in comics, or (3) ability to size up whatever they read. Information on juvenile delinquency and data regarding school attendance, conduct, and performance were examined for the three groups. A reexamination of the records of the same boys was made 18 months later to determine whether the length of time comic books were read was a factor. In both cases, boys who showed ability to size up their reading were better adjusted than the boys in the other two groups. No important behavior difference was found between boys who read comics and those who did not. It was concluded that although excessive comic book reading could be a symptom of maladjustment, it was rarely a cause. Some reasons why comic books appeal to emotionally disturbed children are discussed. Suggestions for the improvement of comic books are made.

Mason, George E. "Preschoolers' Concept of Reading," The Reading Teacher, 21 (November 1967) 130-32.

Individual interviews were conducted with 178 preschool children of varied racial and socioeconomic groups in an effort to determine their attitudes toward and concepts about reading. Most of the children indicated that they liked reading and desired to learn to read. They also indicated that other members of their families read, a situation which they could share in. Two interesting findings were that many of the children felt they already knew how to read and had no more to learn and that the negativism shown by some children seemed to be an attitude learned as a result of their having been neglected while their parents and siblings read or were exhorted to read.

Mauck, Inez L. and Swenson, Esther J. "A Study of Children's Recreational Reading," Elementary School Journal, 50 (November 1949) 144-50.

A set of 171 books was made available to 364 children of grades 4 through 8 to determine their recreation reading habits. The complete

set was broken into three balanced sets of 57 books each. These sets were rotated so that each set was available to each group of children for 1 week. Children's individual records were summarized by grade groups. For each child, the record showed what books he had read, how many pages he had read in each book, the total number of pages read, and the average grade placement of all books read. Six tables show the data collected from the study. Following are conclusions drawn from this study. (1) These elementary school pupils did take advantage of additional reading materials of suitable type and difficulty when they were made available. (2) Children in grades 4 through 6 seemed to choose books of approximately the same grade placement. (3) Fiction seemed to have the greatest appeal at all grade levels. (4) Reading as a form of recreation ranked rather low among other recreations of these children. (5) Children in each grade who read most could identify only about two out of five books by recall a year later. (6) Consideration should be given to the cause of the marked decrease in the amount of free reading done by the pupils in the higher grades.

McCarty, Pearl S. "Reading Interests Shown by Choices of Books in School Libraries," School Review, 58 (February 1950) 90-96.

A random sampling of 4,814 individual reading records out of a total of 14,324 was scrutinized to determine reading interests shown by choices of books in school libraries. Fifteen schools scattered throughout Florida cooperated in the study. The records used were for the school year 1947-1948 and included both free and required reading. The titles were classified under 15 general types. The results of the study show boys ranked adventure stories first, general fiction second, and animal stories third. General fiction was the leading interest in all grades for girls. There was no difference between the sexes in regard to maturity in reading choices. Tables and figures show the percentage distributions of the various categories discussed.

McCloskey, Elinor Florence. A Study of the Free Reading Interests of Sixth-Grade Negro Boys Living in Disadvantaged Areas in the City of New York. 424 p. (Ed.D., Columbia University, 1966) Dissertation Abstracts, 27, No. 11, 3629-A. Order No. 67-5539, microfilm $5.40, xerography $19.15 from University Microfilms.

One hundred and twenty sixth-grade Negro boys in disadvantaged areas of New York City were interviewed individually to determine their free reading interests. Responses to 10 questions were classified and tabulated into pertinent categories. Data from upper-quarter students, lower-quarter students, and boys over 13 years old were compared. Definite differences emerged between responses of upper- and lower-quarter students. Responses of older boys formed consistent patterns which differed from the total sample. Strong interest was expressed in

nonfiction book categories, particularly sports, history, and biography. Science was generally mentioned by the lower quarter, and interest in subcategories of science varied from the upper to the lower quarter. Fiction was most often discussed by the upper quarter. The total sample reported a greater interest in fiction when in primary grades than when in the sixth grade. Those students who liked to read conceived reading to be a useful task to meet academic, economic and/or occupational needs. Students who disliked reading found it too difficult. Findings of this study were related to similar studies of reading interests. Recommendations for use of the data and for further research are made.

McCullough, Constance M. "A Log of Children's Out-of-School Activities," Elementary School Journal, 58 (December 1957) 157-65.

The out-of-school activities of fifth graders in Oakland, California, were investigated to discover (1) the variety, (2) the practice in taking responsibilities which the activities offered, and (3) the influence of neighborhood and sex upon the activities. The subjects were 391 children in nine schools--three serving families of racial minority groups, three serving families of mostly white, native-born skilled laborers, and three serving predominately white, upper-middle class families. The data were drawn from 5-day logs kept by the children. A total of 26 recreational activities and 14 work activities were classified, and the number of times an activity was reported and the number of children reporting it were counted. Watching television was by far the most-mentioned activity by both girls and boys. For boys, the next most-mentioned activities were active sports, pets, homework, straightening own room, and visiting friends. After television, girls most frequently mentioned preparing meals, straightening own room, washing dishes, active sports, homework, and games. Differences in children's activities probably caused by neighborhood are mentioned. Some implications of the findings for parents and teachers are discussed. The problem of how to develop good readers when so many children spend so little time reading is raised. Tables are included.

McKenzie, Edwin. "Reading Interests of Pupils in the Intermediate Grades in the Public Schools in a Small Urban Center," Alberta Journal of Educational Research, 8 (March 1962) 33-38.

The reading interests of pupils in grades 4, 5, and 6 in a small urban center were surveyed. The study of reading interests was designed to determine (1) the extent to which the pupils in the intermediate grades in the Medicine Hat, Alberta, schools were making use of the books available to them from the classroom, the home, and the public library; (2) any distinct pattern in the reading preferences of the children as they progressed through the grades; (3) the influence of a child's reading ability on the number of books he read and the type of

books he chose; and (4) the difference between the reading choices of boys and girls. Reading interests of 1,081 children were determined for a 3-month period, January through March 1958, by use of a book check slip which each child completed after reading a book. An average of five books apiece were read by pupils in the study, with the upper third of the class, as determined by the Stanford Reading Test, reading twice as many books as the lower third. Sex differences in reading interests increased appreciably from grades 4 through 6. Other findings are discussed. Tables and references are included.

Miller, Arthur Luther. A Study of Reading Tastes of Children in Grades Four, Five and Six in Selected Schools of the Lamar Area School Study Council. 246 p. (Ed.D., University of Houston, 1966) Dissertation Abstracts, 27, No. 9, 2741-A. Order No. 67-2019, microfilm $3.20, xerography $11.25 from University Microfilms.

The responses to a questionnaire, administered to 3,212 intermediate grade children in 13 schools are presented. The findings suggest the following conclusions: (1) Interest in a variety of leisure-time activities did not greatly affect the extent to which children read on a voluntary basis, but children's reading tastes were influenced by the movies and television. (2) Adult magazines that were popular in previous studies continued to be popular, and a majority of the sample read children's magazines. Tastes in magazine reading were consistent with previous research. (3) Children did not read the newspaper to the extent that they once did. They preferred the comics and sports news but were showing more interest in front page news. (4) Interest in comic strips continued to be high, but comic books were not being read to the extent that they once were. Attention was focused on humorous comic books and those dealing with science fiction and space. (5) A majority of the children liked to read books. Personal satisfaction was the most important factor in children's fondness of books, but children recognized voluntary reading as a means of helping them in intellectual development. Story content was the most important consideration in book selection, and children were prone to select books considered classics. Recommendations based on the conclusions are suggested.

Monson, Dianne. "Children's Test Responses to Seven Humorous Stories," Elementary School Journal, 68 (April 1968) 334-39.

Determining children's responses to books is difficult, for individual oral reactions are time consuming; unstructured written answers are influenced by the difficulty of the writing task; and structured multiple-choice questions impose adult ideas. The influence of the latter two forms of questioning was studied by administering either unstructured or structured response forms to 635 fifth graders in St. Paul. The classrooms used were a stratified random sample based on

socioeconomic levels, and responses were also analyzed in terms of sex. Children given structured forms had more positive reactions; this was particularly evident with boys and children of low socioeconomic level. The high percent of positive responses made by this latter group on the structured form is, hopefully, an indication that these pupils do get much enjoyment from reading. References are included.

Monson, Dianne Lynn. Children's Responses to Humorous Situations in Literature. 238 p. (Ph.D., University of Minnesota, 1966) Dissertation Abstracts, 27, No. 8, 2448-A. Order No. 67-869, microfilm $3.10, xerography $10.80 from University Microfilms.

Excerpts from popular children's literature were selected to represent five types of humor. A stratified random sample based on socioeconomic level was used to select classrooms for inclusion in the study. Reading and intelligence measures were available for the 653 fifth-grade subjects included in this study. Only children reading at or above grade 3.5 at the beginning of fifth grade were retained in the sample. An instrument developed to assess children's responses to the selections was constructed in four forms which were randomly distributed within each classroom. Form 1 requested an unstructured open-end response. Forms 2, 3, and 4 requested a structured response to a true-false or multiple-choice item. The following conclusions were based on a chi-square analysis of the data. (1) Differences in the responses made in structured and unstructured situations were greater for boys than for girls. Boys more frequently judged selections humorous when they were presented in a structured situation. (2) Children in low socioeconomic groups or in low or middle reading groups more often judged situations humorous when they were presented in a structured situation. (3) Children of high intelligence more often judged excerpts humorous than did middle or low intelligence groups.

Nelson, Richard C. "Children's Poetry Preferences," Elementary English, 43 (March 1966) 247-51.

Children's poetry preferences were analyzed on the bases of (1) elements liked in children's poetry by first, second, and third graders, (2) the reliability with which prospective teachers anticipate children's poetry preferences, and (3) a comparison of the appeal of poetry selections in current textbooks with those appearing in 1928 textbooks. Forty-five poems (15 at each grade level) chosen from texts and teachers' manuals were read to children in 15 primary classes, five poems on each of 3 successive days. Each day students were asked to choose the poem liked best. Thirty college students, all teachers in training, enrolled in a literature-for-children course were asked to select the poems they thought the children at each primary grade level would like best. Action, a story line, near nonsense humor, child description, and a minimum

of description characterized the poems best liked by the children in the study. College students were mildly successful in predicting children's poetry preferences. Today's texts include children's poems which are clearly preferred to poems included in the texts of 1928. Tables and references are included.

Norvell, George W. "The Challenge of Periodicals in Education," Elementary English, 43 (April 1966) 402-08.

The results of an investigation of periodical reading in grades 3 to 6 are presented. The investigation was made in nine school systems in Connecticut, Illinois, Massachusetts and Ohio using a total of 6,000 children equally divided between boys and girls. Each pupil was given a list of magazines and asked to indicate his degree of interest in each one with which he was acquainted by checking in the appropriate column. The total replies for a particular magazine were then expressed by formula as an interest score. Areas considered were (1) order of popularity, (2) third-grade preferences, (3) amount of reading, (4) preferences in 1936, (5) newspaper reading, and (6) significant changes. Implications are given. Tables are included.

Norvell, George W. What Boys and Girls Like To Read. (Morristown, N.J.: Silver Burdett, 1958) 306 p.

A study of reading interests in grades 3 to 6 is reported. A major aim was to provide information as to boys' and girls' placement of particular literary selections on the basis of interest. In the first part of the 306-page monograph, the collection, processing, and interpretation of the data are described. The influences of age, sex, and intelligence on reading preferences were investigated. The opinions of experts--authoritarian writers, anthologists, librarians, and teachers--on children's interests in poetry were examined. Children's favorite poets were identified, and characteristics of prose and poetry for children are discussed. Reading of comic books, comic strips, and magazines was investigated. Tables, a conclusion, and a 49-item bibliography are included. In the second part, the data gleaned from more than 4,000,000 expressions of opinion from 124,000 children, taught by some 2,500 teachers, are tabulated in the following tables--(45) prose selections in order of popularity for grades 4 to 6, (46) poems in order of popularity for grades 4 to 6, (47) poems in order of popularity for grade 3, (48) literary selections with scores for grade 3, and (49) literary selections with scores for grades 4 to 6. An author and title index and a general index are included.

Peltola, Bette J. "A Study of Children's Book Choices," Elementary English, 40 (November 1963) 690-96, 702.

The results of a study of children's book choices, using 16 books included in the catalog of the 1958-60 American Institute of Graphic Arts (AIGA) Children's Book Show and 16 books published during these same years and listed in 3300 Best Books for Children, are reported. Books with animals as the center of interest or as the leading characters and which might reasonably appeal to a first-grade age level were chosen for the study. One hundred and ninety-two first-grade children in schools at or near a large university in a midwestern city were selected to participate. In individual interviews, conducted to minimize peer influence, the children considered the AIGA books and the non-AIGA books. Each child was asked which book in each of eight pairs he would like to read. The non-AIGA books were chosen significantly more often than the AIGA books, indicating that outstanding graphic appearance did not bias the findings. Tables and a bibliography are included.

Peltola, Bette Jean. A Study of the Indicated Literary Choices and Measured Literary Knowledge of Fourth and Sixth Grade Boys and Girls. 362 p. (Ph.D., University of Minnesota, 1965) Dissertation Abstracts, 27, No. 3, 609-A. Order No. 66-8920, microfilm $4.65, xerography $16.45 from University Microfilms.

The reading interests of fourth- and sixth-grade children were investigated, and the patterns of recreational reading of children grouped according to grade, sex, reading comprehension achievement, and characteristics of favorite books were identified. Each of 3,100 children in a midwestern suburban community named his favorite book character and the title of the book in which the character was found. Chi square was used to analyze the data. Children named more than 900 different titles. They named characters of their own sex most frequently. Boys named animal characters second most frequently and female characters least frequently. Significantly more fourth graders named make-believe stories. For the study of patterns, a sample of 823 children was drawn from the population. Each of these children indicated which of 38 books he had read and answered questions concerning the book. A trend was identified since more fourth-grade children chose recommended books and more sixth graders chose not recommended books. The results were unclear for the study of knowledge of books by children who chose different types of favorite characters. Significant differences indicated that more high achieving students than low achieving students knew certain books. No book was known by more than 61 percent of the total sample. There was much individuality in recreational reading. Further results are included.

Pittman, Grace. "Young Children Enjoy Poetry," Elementary English, 43 (January 1946) 56-59.

An analysis of the poetry interests of a group of third-grade children is given. Subjects were 16 boys and 16 girls from an upper-class

socioeconomic background in West Lafayette, Indiana, with an average IQ of 122. A preliminary investigation was conducted to assess the general reading activities and interests of the subjects. This was followed by a more specific analysis of the children's poetry preferences. Fifty poems selected from anthologies of poetry for children were read to the subjects, about four a day over a period of several weeks. After listening to each poem, the children checked evaluation forms devised to determine their reactions. A tabulation of the children's reactions is presented, and the 10 most-enjoyed poems and the 10 most-disliked poems are listed. Characteristics of the favored and rejected poems are discussed. Implications of the findings for elementary teachers are presented. Tables are included.

Ramsey, Wallace. "A Study of Salient Characteristics of Pupils of High and Low Reading Ability," Journal of Developmental Reading, 5 (Winter 1962) 87-94.

A study investigating differences between good and poor readers in the intermediate grades is described. Sixty-one poor readers (25 girls, 36 boys reading at least one grade level below expected level) and 81 good readers (47 girls, 34 boys reading one or more grades above expected level) in grades 4, 5, and 6 in two Indiana schools were compared. Subjects were given the Stanford Reading Test and a 20-item questionnaire designed to reveal their reading interests, habits, and self-concepts. No great differences were found between the good and poor readers in preferred school subject, preferred leisure-time activities, preferred type of book read, or preferred reading topics. Group differences in sex predominance, level of intelligence, length of attendance at their present school, number of books owned, adequacy of time to read, reading self-concepts, and felt reading needs were reported. Implications of this study for both elementary and high school teachers involved in teaching reading both in laboratories and in the classroom are discussed. Tables are included.

Root, Robert W. and Schrock, Paul M. "Reader Interest Research with Children," Journalism Quarterly, 41 (Summer 1964) 443-44.

Analysis of the readers' reactions to a weekly Mennonite periodical published for grades 4 through 9 was made. Investigation of the periodical Words of Cheer published in Scottsdale, Pennsylvania, was undertaken by the editorial staff of this periodical. A four-page questionnaire with 22 questions was prepared. Selected names were acquired from the periodical's subscription list. Investigators feel that this analysis has shown (1) useful information for editing, (2) reactions of the children to such a journalistic study, (3) details on how thoroughly the periodical is read, and (4) popularity of the magazine. Two tables are included. Footnote information on the investigators is given.

Row, Barbara Henderson. Reading Interest of Elementary School Pupils in Selected Schools in Muscogee County, Georgia. 170 p. (Ed.D., Auburn University, 1968) Dissertation Abstracts, 28, No. 11, 4391-A. Order No. 68-6202, microfilm $3.00, xerography $7.80 from University Microfilms.

Reading interests of elementary pupils as observed by their teachers and as expressed by the pupils were studied. Conferences were held with the 89 participating teachers in six schools, and a questionnaire was compiled to determine the areas of greatest pupil reading interest as observed by teachers. Personal interviews were conducted with the 1,309 primary-grade pupils to determine areas of interest. The 1,360 intermediate pupils completed questionnaires. Analysis of data indicated (1) that primary teachers were more able to select the interest areas ranked highest by pupils than were intermediate-grade teachers; (2) that there was a significant difference at each elementary grade level between boys' and girls' interests; (3) that there was a significant difference between Negro and white pupils' interests at most levels; and (4) that there were differences in interest among grade levels. Primary pupils preferred animal and fantasy stories; intermediate pupils showed a wide range of interest.

Rudman, Herbert C. "The Informational Needs and Reading Interests of Children in Grades IV Through VIII," Elementary School Journal, 55 (May 1955) 502-12.

Questionnaires returned by 6,313 pupils, 4,531 parents of these pupils, 212 of their teachers, and 169 librarians working in or near their communities were analyzed. Care was taken to represent equally the nine census regions of the United States; to represent rural, urban, and metropolitan communities; and to get a representative sampling over the entire group with respect to socioeconomic status. The questionnaire was designed to find out what children in these grades want to read about, what they look up in books, and what they want to ask questions about. The questionnaire was in open-ended form. On the basis of the returns, a classification scheme was devised. Twelve major classifications were selected to represent the responses. The data gathered are summarized in terms of major interests expressed by children and differences between communities. Differences are noted between the expressed interest of children and what parents, teachers, and librarians believe these interests are.

Russell, David H. "Teachers' Memories and Opinions of Children's Literature," Elementary English, 26 (December 1949) 475-82.

After discussing juvenile literature in a university class, 680 preservice and inservice elementary school teachers listed their uppermost impressions and memories of three books in each of three categories:

(1) my three favorite books as a child, (2) the three best children's books now, and (3) the three most popular children's books now. Altogether, 600 different titles were listed. The widest range was in the first category, and the smallest was in the third category. The subjects seemed surer of their favorite books in childhood than they were of their judgments of children's books today. In general, books listed in the first category were on approved lists for children today which suggested a tendency by the subjects to remember books still regarded as good literature today. A random sample of 100 reports on what a certain book from among favorites listed meant to the subject as a child yielded 18 different effects classified into the following categories: (1) identification with characters in the story, (2) various emotional responses, (3) contributions to overt activities, (4) escape, and (5) specific reactions to details in books. This implied that a book might mean different things to different individuals or a number of things to the same individual.

Sakamoto, Ichiro; Hayashi, Kumiko; and Kamei, Michiko. "A Developmental Study on the Points of Inspiration in Reading," The Science of Reading, 10 (March 1967) 1-9.

About 3,000 book reports written by primary through senior high school Japanese pupils were read to determine which points had inspired the students in their reading. Those points were classified into the categories of personal, social, and cultural problems. Differences were found between age groups. Generally, those impressed by personal problems were most frequently found in primary school (37 percent), those impressed by social problems were most numerous in junior high school (53 percent), and those impressed by cultural problems were usually in senior high school (57 percent). In reports of primary-grade students, "mental health" and "improving oneself" were most frequently mentioned. For intermediate-grade students, "improving oneself" and "social behavior" were mentioned most often. "Attitudes toward others" and "forming one's view of life" occurred most frequently in junior high school, and "forming one's view of life," in senior high school. Readers of nonfiction were most frequently impressed by "scientific attitudes" and "social contributions," while fiction readers were influenced by "affection" and "mental health" references. Boys were inspired by "scientific attitudes" and "attitudes toward others"; girls preferred "forming one's view of life" and "affection." It was concluded that reading guidance should be geared to helping pupils develop their individual personalities.

Schubert, Delwyn G. "Comparison Between Best and Poorest Classroom Readers," Elementary English, 33 (March 1956) 161-62.

Eighty experienced elementary teachers taking a professional course in reading were surveyed to determine certain characteristics of the

poorest and of the best readers they had in class. In response to the question, "Does the child read for pleasure?", teachers responded that this was a characteristic of 97.5% of the best readers and only 15% of the poorest readers. The resulting descriptions of 160 children from various grade levels are summarized, and the percentage of this group having all 12 characteristics identified is reported for poorest readers and for best readers.

Schulte, Emerita Schroer. The Independent Reading Interests of Children in Grades Four, Five, and Six. 283 p. (Ph.D., The Ohio State University, 1967) Dissertation Abstracts, 28, No. 9, 3384-A. Order No. 68-3063, microfilm $3.65, xerography $12.85 from University Microfilms.

The independent reading interests of fourth, fifth, and sixth graders were identified, and the relationships between these interests and grade level, sex, availability and use of school and public library facilities, instructional reading approach in the classroom, and residential group membership were determined. Predominant interests were fiction and biography. Boys were most interested in action and adventure stories. Girls preferred stories concerning personal problems and relationships. A decrease in independent reading, attributed to increased academic and social activities which allowed less time for reading, was apparent from grades 4 to 6. Interests in most literary categories were highest for rural children and lowest for suburban children. Reading approach in the classroom seemed to have little effect on interest. Children who had available library facilities were more interested than those who had only room collections.

Shirota, N. and Masumura, K. "On Regional Traits in Pupil's Reading," The Science of Reading, 10 (March 1967) 10-17.

A comparative usage study was made of a children's library collection used over a 5-month period by primary school classes. The Tokyo Metropolitan Area was divided into four types of regions depending on population density: isolated areas, farming villages, towns and cities, and urban wards. It was found that: (1) the rate of borrowing easy books was the same for both isolated and urban areas, but difficult books were used more frequently in urban areas; (2) pupils in isolated areas borrowed an average of 16 books while urban pupils borrowed an average of 27 books per pupil; (3) the selective tendencies by sex were the same in all regions; (4) reading activity in all regions was highly influenced by the amount of advice given to pupils by teachers; and (5) the greatest number of books read was noted in the second grade. It was concluded that the first 2 years of primary school represent the best time for developing pupils' reading habits through the use of libraries.

Shores, J. Harlan. "Reading Interests and Informational Needs of Children in Grades Four and Eight," Elementary English, 31 (December 1954) 493-500.

Questionnaires returned by 6,313 pupils, 4,531 parents of these pupils, 212 of their teachers, and 169 librarians working in or near their communities were analyzed. Care was taken to represent equally the nine census regions of the United States, to represent rural, urban, and metropolitan communities, and to get a representative sampling over the entire group with respect to socioeconomic status. The questionnaire was designed to find out what children in these grades want to read about, what they look up in books, and what they want to ask questions about. The questionnaire was in open-ended form. On the basis of the returns, a classification scheme was devised. Twelve major classifications were selected to represent the responses. The data are summarized in terms of major interests expressed by children and differences between communities. Differences are noted between the expressed interest of children and what parents, teachers, and librarians believe these interests are.

Slover, Vera. "Comic Books Vs. Story Books," Elementary English, 36 (May 1959) 319-22.

A questionnaire of 18 items was distributed to the 365 fourth graders in the Community Unit Schools of Mattoon, Illinois, to discover the pupils' reading interests. It was found that nearly every child read comic books; although, the best readers and the more intelligent children also were choosing reading material in storybooks. Girls highly favored fairy stories; boys ranked fairy stories higher than stories about boys and girls, a category which was least preferred by all children. It was suggested that biography be included in reading textbooks for the early primary grades. Tables showing percentages of preference for comic books or storybooks, reasons for enjoying comic books or storybooks, and story preferences are provided.

Smith, Ruth C. "Children's Reading Choices and Basic Reader Content," Elementary English, 39 (March 1962) 202-09.

An investigation to determine how closely children's free-choice reading interests matched the interests in the content of thirty-seven preprimers and twelve primers was conducted. Twenty-six first grade children from the Campus School at the University of Wisconsin, thirty-three first graders from Manitoba School, a public school, and fifty-one first graders from Blessed Sacrament School, a parochial school, made book selections at two libraries. These library selections were analyzed and assigned to interest categories prepared with the help of the children's librarian. Every story in the preprimers and primers was

read on the basis of its content and assigned to interest categories from the same list used for the tabulation of children's library selections. The interest categories found in the preprimers and primers were compared with the categories of interest found in the books selected at the libraries. The five interest categories ranked highest in the children's free-choice reading were Humor-Fantasy, Real Animals, Nature-Science, Holidays-Birthdays, and Fairy Tales. The two categories which ranked lower were Adventure-Mystery and Store-Money. Clothes and Food were not selected by any of the children. Of the 859 stories in the preprimers, stories of Children-Parents, Real Animals and Toys ranked first, second and third respectively. Eight areas of interest were not represented by the content of the primers or preprimers. Tables and references are included.

Steiert, Katherine. The Designing of an Inventory to Investigate Recreational Reading Interests of Pupils in Grades Five and Six. 371 p. (Ph.D., Kent State University, 1966) Dissertation Abstracts, 28, No. 1, 148-A. Order No. 67-9432, microfilm $4.75, xerography $16.90 from University Microfilms.

An Annotated Titles Inventory (ATI) consisting of 80 annotated titles, 20 of them for fiction categories, 17 for nonfiction, and six detractors used to eliminate biased replies was designed. The ATI was administered to 450 fifth- and sixth-grade students in two elementary schools and revealed the following. Girls read more books than boys and chose fiction rather than nonfiction. Boys preferred nonfiction. Marked sex differences were noted. Many subtopics for each reading interest category were identified and recorded. Boys consistently mentioned a greater variety of subtopics than did girls, especially for history, science and invention, and science fiction. The contemporary title based on current television programs was the most popular nonfiction title for both boys and girls.

Sullenger, T. Earl; Parke, Libbie H.; and Wallin, Wilma K. "The Leisure Time Activities of Elementary School Children: A Survey of the Packing House Area of Omaha," Journal of Educational Research, 46 (March 1953) 552-54.

In an inventory of leisure-time activities of 1,800 children in grades 4 to 8 in 16 schools in Omaha, Nebraska, reading ranked third of the 20 most popular activities. The information was obtained through a questionnaire which itemized 77 recreational activities in categories. (1) Children were to check the things they did when not in school. (2) They were to double check any of the 77 they would like to do but could not do. (3) They were to give reasons for lack of participation. (4) They were to say where they went for activities. (5) They were to name their most enjoyed activity. (6) They were to tell things they would like to

do which were not listed. The part of the questionnaire dealing with quiet activities showed 81.9 percent enjoyed reading. In summarizing, the 20 most popular activities in order of preference were listening to the radio, movies, reading, roller skating, playing catch, listening to music, bicycle riding, sleigh riding, softball, baseball, swimming, cooking, hiking, caring for pets, gardening, ice skating, sewing, art, fishing, and football. References are included.

Taylor, Marion W. and Schneider, Mary A. "What Books Are Our Children Reading?" Chicago Schools Journal, 38 (January-February 1957) 155-60.

A questionnaire was developed to study the reading interests of children and was distributed to 5,477 Chicago school children in grades 5, 6, 7, and 8. Four items were asked in the questionnaire--the child's favorite book, favorite author, favorite kind of book, and the name of the book he would classify as one of his favorite kind. The pupil's name, school, sex, grade, and age were also sought on the questionnaire. The category "Teen-age and Romance" was chosen most often by the girls, comprising 35 percent of the first choices. The category "Adventure" was chosen by 19 percent of the boys, and "Sports and Games" was chosen first by 17 percent. "Animals" was the category selected by 12 percent of both boys and girls and ranked third among the choices of both. More girls chose mystery and make-believe than did boys; more boys chose biography than did girls. For boys, little evidence was shown of a change in interests with the increase of age and grade, but considerable change was shown in the interests of girls. The favorite authors were Walt Disney for boys and for boys and girls together, and Rosamond Du Jardin for the girls. Betty Cavanna, Walter Farley, and Hans Christian Andersen were also named as favorite authors. The long accepted children's favorites still maintained their appeal. Various implications for school personnel, authors, and publishers are listed and discussed.

Tyler, Leona E. "A Comparison of the Interests of English and American School Children," Journal of Genetic Psychology, 88 (June 1956) 175-81.

A comparative study of the likes, dislikes, and preferences of American and British children is reported. The Dreese and Mooney Interest Inventory for Elementary Grades was administered to 95 English children 10 and 11 years old and to similar age groups in western, midwestern, and eastern cities of the United States. Correlations of about .8 between item percentages indicated that there was a considerable degree of similarity between English and American children. Correlations of .84 to .89 between item percentages indicated a greater degree of similarity between American groups in different sections of the country. Correlations of .46 and .47 for boys vs. girls in the American and English groups respectively showed that sex groups were considerably less like one another than nationality groups were. Analyses of individual

item differences for the sexes showed that in general the sex differences followed the same pattern in both countries. Analyses of individual item differences between nationality groups indicated that there was a consistent tendency for English children to like fewer things and dislike more things than American children did. Tables and references are given.

Tyler, Louise. "Books and Children," Elementary School Journal, 65 (February 1965) 253-57.

The psychological and emotional appeals of the book Ginger Pye (Eleanor Estes, Harcourt, Brace & Co., 1951) to children in the 9 to 12 age group are analyzed. A brief general discussion of why children are attracted to books is included. References are given.

Vandament, William E. and Thalman, W. A. "An Investigation into the Reading Interests of Children," Journal of Educational Research, 49 (February 1956) 467-70.

The study sought to determine whether certain types of reading fantasy are preferred above others by children of different age groups, socioeconomic strata, sex groups, and residential groups. Fantasy was divided into social, aggressive, and achievement. Reading types were divided into story book, comic book, and magazine. Subjects were 1,034 sixth and tenth graders in schools located near Southern Illinois University. A questionnaire was completed by the children, and the responses were analyzed. Story books were the most popular. Achievement-type fantasies were more prevalent in story books and magazines. Social and aggressive types were more prevalent in comic books. Sixth graders emphasized reading comics more; tenth graders read more magazines. Girls were significantly more interested in social types; boys were more interested in aggressive types. No significant difference was found when the reading performances of the various socioeconomic groups were analyzed according to fantasy content. References are included.

Watts, C. E. N. "The Habit of Reading and the Rural Grammar School," New Era, 31 (February 1950) 29-30.

A study of the amount of reading done by children attending the Oxfordshire Grammar School and also the reading done by their parents is reported. The school is located in a rural town with a population just under 4,000. A questionnaire sent to 150 homes sought detailed information on fathers' occupations, family size, newspapers taken, library books read by both children and parents, type of book preferred, possession and use of radio sets, and other similar items. Data showed

that a large number of children were fond of reading and obtained most of their books from the school library; although, about 15 percent utilized the county branch library and 15 percent a library at the local stationer's shop. Parents' reading was slight, many reading only newspapers.

Whipple, Gertrude. "Appraisal of the Interest Appeal of Illustrations," Elementary School Journal, 53 (January 1953) 262-69.

An experiment, the purpose of which was to derive valid standards for evaluating interest appeal of illustrations in fourth-grade textbooks, is reported. Only one aspect of interest appeal was studied--the stimulation of interest in reading the accompanying story. The subjects were 75 girls and 75 boys from six Detroit schools who had fourth-grade reading ability according to the New Stanford Reading Test. Illustrations in six fourth-grade textbooks comprised the experimental material. The illustrations were clipped and mounted in booklets without any reading matter. The student was asked to select the three stories he would like most to read by studying the pictures which illustrated them. The data revealed exceptionally wide variations among the six reading textbooks in respect to the narrative interest value of their illustrations. Standards which may be followed for ranking books according to narrative-interest value include the number of illustrations and the proportion of illustrations that have a definite center of interest, that depict action, that use several colors, that are large in size, and that deal with eventful topics as opposed to still life topics. Tables are included.

Whitehead, Frank. "The Attitudes of Grammar School Pupils Towards Some Novels Commonly Read in School," British Journal of Educational Psychology, 26 (June 1956) 104-11.

The attitudes of English grammar school pupils towards 12 novels commonly read in school were studied to explore the influences which determine children's attitudes towards books and to offer some guidance to teachers responsible for framing English syllabuses. A Thurstone-type attitude scale consisting of 18 statements was completed by 1,870 children, aged 11-16, from 14 schools in the greater London area (4 mixed, 5 boys' schools, 5 girls' schools) for one or more of the following books--Pride and Prejudice, Jane Eyre, Prester John, The Pilgrim's Progress, A Christmas Carol, A Tale of Two Cities, Silas Marner, The Trumpet Major, The Cloister and the Hearth, Kidnapped, Treasure Island, and Gulliver's Travels. Results were discussed according to differences between the attitudes of boys and girls in mixed classes, homogeneity of attitude scores for each novel, and mean attitude scores and resulting order of preference. The popularity of specific books, dispersion of attitude, and influences determining attitude were examined. Children's

order of preference was interpreted by using the assessments of nine adult judges who had ranked the novels for five qualities. Tables, references, and a reproduction of the attitude scale are included.

Witty, Paul. "The Mass Media and Reading," Challenge and Experiment in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 74-80.

The findings of a series of yearly studies conducted in the Chicago area from 1949 to 1960 of the time elementary and secondary students spent watching television and movies, listening to radio, and reading for recreation are presented along with the titles of favorite programs and books for various ages and socioeconomic levels. Time spent watching television was greatest for sixth graders at an average of 24 hours per week; it gradully declined to 13 hours per week for secondary school pupils. For all levels, time spent reading (about 1 hour per day) was far less than that spent watching television. Reading time increased only slightly with age as television-viewing time decreased. It was concluded that (1) the average amount of reading has probably increased slightly over the years since the advent of TV and (2) both attendance at movies outside the home and reading the comics are engaged in less frequently now than in the past.

Witty, Paul. "Studies of the Mass Media--1949-1965," Science Education, 50 (n.m. 1966) 119-26.

The 1965 findings of an annual series of surveys on the impact of television on children are reported and compared with findings of earlier surveys. Children in Chicago, Gary, Evanston, and Skokie kept logs and responded to a questionnaire concerning the amount of televiewing, radio listening, and movie attendance, favorite programs, and attitudes toward the mass media. Elementary pupils reported that an average of 20 hours per week was devoted to television. In first grade the average was about 15 hours per week and rose to a peak of 25 hours in fifth grade. High school pupils reported 12 to 14 hours. The best liked television programs changed rapidly from year to year. Only a small percentage of the pupils stated that their parents counseled them regularly in the selection of TV programs. This percentage decreased from year to year. The pupils in grade 2 spent about 4 hours each week listening to radio. In grades 5 and 6, the weekly average was about 8 hours. High school pupils spent about 12 to 14 hours weekly. Children attended movies about once every 2 weeks. About one-half of the pupils stated that help in their school work was obtained from television, and about one-fourth considered movies helpful. Findings on the relationship of televiewing to reading, vocabulary, motivation, and violence are presented. Twenty-one references are included.

Witty, Paul. "A Study of Graduates of the 'Quiz Kids' Program," Educational Administration and Supervision, 38 (May 1952) 257-71.

The relationship of being participants in the Quiz Kids radio-television program to the development and adjustment of a group of gifted children was studied by an analysis of the responses of 19 male and 22 female former Quiz Kids on a questionnaire sent to them in the spring of 1951. The IQ's of the respondents were reported to be above 135 and their ages from 16 to 25. Information concerning physical development, educational attainment, occupational interests, reading habits and interests, avocational interests, advantages and disadvantages of having been a Quiz Kid, and suggestions for revision of educational practices to provide more adequately for superior students was tabulated for both males and females. Some specific responses to questions and general trends drawn from the data were discussed. The titles of books read by the Quiz-Kid graduates during the 6 months prior to their completion of the questionnaire and the titles of books having the greatest influence on their lives, listed separately for males and females, are included. Twelve tables are presented.

Witty, Paul, assisted by Melis, Lloyd. "A 1964 Study of TV: Comparisons and Comments," Elementary English, 42 (February 1965) 134-41.

Yearly televiewing surveys that were given to 200 boys and girls in elementary and secondary schools in Illinois from 1949 to 1964 are summarized and compared. The viewing time, program favorites, programs that affect school work and programs suggested for the future were surveyed. Studies of the effects of television on reading are cited. Also studies about the effects of television on antisocial behavior are discussed. Limitations of all the studies are stressed. More creative research in these areas is suggested. References are footnoted.

Worley, Stinson E. "Developmental Task Situations in Stories," The Reading Teacher, 21 (November 1967) 145-48.

Expressed reading interests of 1,500 fifth- and sixth-grade children in a suburban city school system were studied. Twelve stories each were chosen from two basal reading series used in the system. A rating of the developmental value of each story was formed after the stories were screened for situations describing five developmental task areas: dependence-independence, conscience and morality, affection pattern, psycho-social-sex role, and relating with social groups. The study found that the number of developmental task situations in the basal reader stories was disproportionate. A positive correlation was found at both grade levels between the presence of developmental situations in the stories and the expressed interest of the children. Although

the interpretation of childrens' expressions of interest made this comparison somewhat subjective, it was evident that children do identify with developmental task situations when they are present in stories. References are included.

Part I -- Studies Published from 1950 through 1969

Section 2: Interests and Tastes in Relation to Other Factors

Aaron, Ira E., et al. "Reading Achievement in a Summer Reading Program," Elementary English, 64 (December 1967) 875-77, 882.

The relationship between children's interests and gains made in a 7-week remedial reading program was studied. The program involved 5,678 first-, second-, and third-grade children who were taught by 414 teachers. Pretesting and post-testing of reading achievement was accomplished with two forms of either the Gates Primary Reading Tests or the Gates Advanced Primary Reading Tests and with a "before" and "after" Informal Reading Inventory administered to each child. An informal interest inventory consisting of 10 questions was administered during the first week of instruction. Responses given to each of the 10 questions were examined by analysis of variance to determine if the amount of reading achievement gain varied significantly with the interest inventory responses given. Ten significant F-values were distributed among eight of the 10 interest inventory items and are summarized through the use of an analysis of variance table.

Banning, Evelyn I. "Social Influences on Children and Youth," Review of Educational Research, 25 (February 1955) 36-47.

Research concerning the social influences on the character development of children and youth is reviewed. The areas of influence investigated include the mass media (television, radio, moving pictures, comic books, and newspapers), youth-serving agencies and other clubs of character building interest, recreational activity, work experiences, and family life. Problems for future research are discussed. A bibliography is included.

Bernstein, Margery R. "Relationship Between Interest and Reading Comprehension," Journal of Educational Research, 49 (December 1955) 283-88.

The relationship of interest to reading comprehension was examined. The Get-Away Boy and paragraphs from Hawthorne's The House of Seven Gables were revised so that they were exactly equivalent in readability according to the Flesch, Lorge, and Dale-Chall formulae, but the difference in interest was increased. The tests were administered to 100 ninth-grade pupils in a large metropolitan junior high school. Numerical interest ratings and comprehension scores were obtained. Tests of significance (t-tests) showed that the pupils were significantly more interested in The Get-Away Boy and that their comprehension scores on this story were significantly higher. Further statistical analyses for groups of pupils were performed. High interest was also associated with greater reading speed. Tables and references are included.

Breen, Leonard George. An Investigation of the Self-Selection Practices of Second and Fifth Grade Children in Individualized Reading Programs. 105 p. (Ed.D., University of Oregon, 1967) Dissertation Abstracts, 28, No. 9, 3355-A. Order No. 68-3972, microfilm $3.00, xerography $5.20 from University Microfilms.

The purpose of the study was to ascertain the ability of second- and fifth-grade students to select reading materials at an appropriate level of difficulty. The children were taught reading by an individualized reading program and were free to read what they wished. They were given three informal reading inventories over a period of 3 months using the materials they had selected. Each child's reading performance--independent, instructional, or frustration--was determined. Results showed that less than half of the children selected books on their instructional level. The remainder chose books that were too difficult or too easy. Children reading above grade level selected books at their independent level. Those who were below grade level chose books at an inappropriate level. Children based their selections upon three criteria: interest, physical characteristics, and social pressure.

Cleary, Florence D. The Effect of a Librarian-Centered Reading Guidance Program on the Reading Skills and Habits of Elementary School Pupils. 112 p. (BR-7-1215, OEG-1-7-071215-5078, University of South Florida, Tampa, 1968) ED 026 224, microfiche $0.50, hard copy $5.70 from EDRS.

The effects of a strong librarian-centered reading guidance program on the reading habits and skills of elementary school pupils were studied. Seventy-nine fifth graders in a rural Florida school were divided into three matched groups according to eye-movement photography scores. Experimental group A received a library reading guidance program and a 10-minute circulation privilege weekly. Group B had a scheduled library period, no formal reading guidance program, and a 10-minute circulation privilege each week. Group C had the 10-minute circulation privilege only. Subjects were pretested in September 1967 and post-tested in May 1968. Reading habits, interests, and attitudes were evaluated by an inventory which indicated marked changes favoring group A. The Durrell Analysis of Reading Difficulty, the Iowa Every-Pupil Test of Basic Skills, and the Gates Reading Survey measured reading skill changes. Subtest gains equally favored groups A and C, but the .05 level of significance was not reached. An .05 level of significance was found for group A in producing greater growth of the academically talented and less detrimental effects on the slower learners. The study concluded (1) that the traditional library period was ineffective, (2) that librarian-centered developmental reading guidance programs (K-6) were needed, and (3) that reading efficiency must be improved.

Cohen, Dorothy H. "The Effect of Literature on Vocabulary and Reading Achievement," Elementary English, 65 (February 1968) 209-13, 217.

To provide motivation and verbal readiness, 285 socially disadvantaged second-grade children in 20 classes of seven schools, were given one of two basal reading treatments. The experimental groups heard a story read by the teacher every day; the control groups heard stories infrequently. Stories were specially chosen for the experiment. Alternate forms of the Metropolitan Reading Achievement Test, Upper Primary, and a free association vocabulary test were given in October and June. Pre- and post-experimental word lists were compared to Rinsland's frequency ratings and were used with other subtest scores in analysis of covariance. The experimental groups showed significant increases in vocabulary, word knowledge, reading comprehension, and vocabulary quality, but not in word discrimination. The three lowest classes in each group were examined separately. Experimental classes here showed significant increases in word knowledge, vocabulary quality, and reading comprehension. It was concluded that reading to children before beginning reading instruction gave them motivational experiences, exposure to vocabulary in standard language context, and facility in oral language and comprehension, and it confirmed the existence of a relationship between oral language facility and reading success.

Cohen, Dorothy H. Effect of a Special Program in Literature on the Vocabulary and Reading Achievement of Second Grade Children in Special Service Schools. 188 p. (CRP-S-254, BR-5-8034, New York University, New York, 1966) ED 010 602, microfiche $0.75, hard copy $9.50 from EDRS.

A special program of literature and accompanying activities was introduced into the curriculum of disadvantaged second-grade children to cause significant measurable improvement in the vocabulary and reading achievement of these children. Seven special-service elementary schools in New York City provided the research setting. At the beginning of the research, 580 second-grade children were administered the free association vocabulary test and the Metropolitan Reading Achievement Test, Upper Primary, Grade 2. Experimental and control classes were set up on a random basis. For the experimental classes, teachers were asked to read a story every day of the school year from specially selected books. These stories were introduced in an order of increasing difficulty and were each accompanied by followup activities designed to enhance comprehension. Stories read to the control classes were introduced only as an occasional treat and followed no specified pattern. Post-tests administered at the end of the academic year yielded suitable data from 285 pupils. Analyses of covariance led to the conclusion that oral language correlates with reading, and both can be significantly improved by regular exposure to stories read aloud. One of the implications of the research was that teachers, especially teachers of the disadvantaged, must be familiar with children's literature suitable to the age and stage of development of the children they are teaching.

Cohen, Dorothy H. Effect of a Special Program in Literature on the Vocabulary and Reading Achievement of Second-Grade Children in Special Service Schools. 207 p. (Ph.D., New York University, 1966) Dissertation Abstracts, 27, No. 12, 4162-A. Order No. 67-4888, microfilm $3.00, xerography $9.45 from University Microfilms.

Exposure to literature as a compensatory experience was used to offset reading retardation. It was expected that this exposure would lead to realization of the pleasures in books, assimilation of vocabulary, and improvement in reading. Twenty second-grade classes in seven special service schools were matched with classes grouped homogeneously by schools according to reading level. Matching was done on the basis of age, sex, socioeconomic class, reading level, and ethnic and racial distribution. Story reading was the experimental variable. A free association vocabulary test and the Metropolitan Reading Achievement test were administered in October and June. Quality points were assigned to each word according to its frequency rating on the Rinsland's List. Analysis of covariance was used to analyze the data. The experimental group was significantly better than the control group in word knowledge, vocabulary, and reading comprehension. The experimental group was superior in quality of vocabulary. There was no significant difference between the groups in word discrimination. Further results, conclusions, and implications are included.

DeCarlo, Mary Rossini. A Descriptive Analysis of an In-Service Program in Reading on Teachers' Attitudes and Classroom Behaviors and Pupils' Reading Achievement and Attitude in Grades Four, Five, and Six. 311 p. (Ed.D., University of Pittsburgh, 1967) Dissertation Abstracts, 28, No. 9, 3551-A. Order No. 68-1975, microfilm $4.00, xerography $14.20 from University Microfilms.

This study evaluated the effectiveness of an inservice reading education program in terms of changes in teachers' attitudes and classroom behavior and changes in pupils' reading achievement and attitudes. The program had three dimensions: a 1-week preschool seminar, biweekly seminars, and triweekly visitations with consultant services. The experimental group received instruction in the total reading program; the control group participated in an inservice program on children's literature. Change in teacher classroom behavior was appraised by Heilman's Teacher Evaluation Form, evaluation of seminars and visitations, and reports of the visitations. Pupil change was measured by the Iowa Tests of Basic Skills and the McCullough Word-Analysis Test. The approach to reading instruction was measured by the San Diego County Teacher Inventory, and pupil attitude toward reading was measured by the San Diego County Inventory of Reading Attitudes. The following conclusions were reached: (1) An inservice program geared to teacher needs could have a salutary effect by developing a positive attitude toward reading supervision which offers competent leadership. (2) Teacher perceptivity in evaluating strengths and weaknesses occurred. (3) Pupil achievement improved in experimental teacher classrooms.

Gaver, Mary V. Effectiveness of Centralized Library Service in Elementary Schools (Phase 1). 219 p. (CRP-489, OEC-489-SAE-8132, Rutgers, The State University, New Brunswick, 1960) ED 002 884, microfiche $1.00, hard copy $10.95 from EDRS.

The characteristic abilities and achievement in reading and other related skills and understandings of elementary school children who had access to centralized library services were compared with those who did not. Data were gathered from six schools with varying school library provisions which included examples of (1) a centralized school library with a qualified school librarian and a collection meeting high quantitative and qualitative standards, (2) classroom collection of books but no centralized library, and (3) a centralized collection of books not attended by a qualified librarian. Measures were developed and applied to such areas as (1) the provision of library-related materials, (2) the accessibility of resources and services, (3) the extent of library-related activities, (4) the degree of mastery of library skills, and (5) the amount and kind of reading done by children. Scores were studied in terms of (1) their relationship to measures of educational achievement of sixth-grade children and socioeconomic status of parents and (2) their ability to differentiate between schools having varying categories of library provision. The measures differentiated in favor of the school library category in most, though not all, cases for the sample.

Gold, Marvin J. Effects of Self-Directed Learning on Gifted Elementary School Children. 63 p. (CRP-S-174, OEC-5-10-169, Syracuse University, New York, Research Institute, 1965) ED 003 705, microfiche $0.50, hard copy $3.15 from EDRS.

Gifted school children worked for a period of several months in self-directed learning situations in a resource room without teacher-imposed direction. They had opportunities to explore areas of interest (during two class periods per day) in reading, social studies, and science in the manner and depth which they chose. Pretests and post-tests were administered to measure student growth in academic achievement, study skills, divergent thinking, and personal and social adjustment. Test results were compared with those of a random control sample which had no contact with self-directed learning. Other information was gathered through daily logs maintained by resource room personnel. Both the experimental group and the control group were chosen from fourth-, fifth-, and sixth-grade classrooms and were considered to be moderately superior on various intellectual measures. Little difference was noted between the two groups on gains made in academic achievement, study skills, and divergent thinking ability. Personal and social adjustment appeared to be favorably affected when self-direction was used.

Hahn, Harry T. "Three Approaches to Beginning Reading Instruction--ITA, Language Experience and Basic Readers--Extended to Second Grade," The Reading Teacher, 20 (May 1967) 711-15.

In September 1964, three first-grade classrooms from three different elementary schools in each of 12 school districts in Oakland County, Michigan, participated in a 2-year study which compared the initial teaching alphabet (ITA), the basal reader approach (BR), and the language experience approach (LE). First-year results showed higher performance by the ITA and LE groups than by the BR group, but there was no significant difference between the achievement of the ITA and LE groups. Second-year results indicated that while this was so, the LE group read more books and wrote longer stories than either the ITA or BR group did. The ITA group scored higher than the BR group in spelling, vocabulary, and word recognition, but the BR group did better on a reading attitude test and a writing mechanics scale. The LE group scored higher than the BR group on word meaning, comprehension, science and social studies concepts, word study, and word recognition, but the BR group was stronger on the writing mechanics scale. While it was not very clear that use of the ITA gave the children control over basic reading skills greater than that held by children taught with a comparable approach using traditional orthography, use of the new alphabet did not seem to handicap the ITA group. Tables are included.

Hansen, Harlan Stuart. The Relationship Between the Home Literary Environment and Self-Commitment to Independent Reading. 135 p. (Ph.D., The University of Wisconsin, 1967) Dissertation Abstracts, 28, No. 2, 391-A. Order No. 67-493, microfilm $3.00, xerography $6.40 from University Microfilms.

Forty-eight fourth graders in a suburban public school system representing urban and rural backgrounds and a wide range of socioeconomic levels were the subjects of this investigation of the relationship between the home literary environment and a child's self-commitment to independent reading. On the basis of scores on an attitude scale, the subjects were grouped into high and low self-commitment groups. Each home was visited to gather information on the home literary environment. A record of independent reading, intelligence scores, and reading achievement scores was made for each subject. A multiple regression program was employed to compute the results of the relationships. Factors in the home environment were better predictors of reading attitude than either social class characteristics or measured intelligence. Both the home literary environment and measured intelligence were valid predictors of reading achievement.

Jefferson, Benjamin F. "Some Relationships Between Parents' and Children's Preferences in Juvenile Literature," Elementary School Journal, 58 (January 1958) 212-18.

Some of the relationships between reading preferences of elementary children and parental estimates of these choices were investigated and

analyzed. A questionnaire of fictitious titles and annotations asked the pupils to indicate yes, if they would like to read the story, a question mark, if they were unsure, and no, if they would not wish to read the story. The 120 titles were arranged in 25 broad classifications. Six titles were included to provide a quick check of the care and thought with which the 339 students in grades three through six answered. Analysis was made of age, intelligence, reading achievement, and socio-economic background. Questionnaires were sent to each parent who was advised to estimate the likes and dislikes of his child. Total scores were computed and percentages calculated. The results showed a high, positive correlation coefficient of .63 for the superior and .68 for the average girls, and .75 and .71 for the two groups of boys, indicating that parents know what their children want to read. Sex, chronological age, grade placement, intelligence, and reading ability of children were seen as not affecting the relations of parent-child reading preferences either in groups of boys or girls. Tables and references are included.

Karlin, Robert. "Library-Book Borrowing Vs. Library-Book Reading," The Reading Teacher, 16 (November 1962) 77-81.

The relationship of children's library-book borrowing to actual library-book reading was investigated. The investigation, covering a 2-month period, is presented in reference to library subscribers in grades 3 through 9 in Illinois. Five questions were used by the investigator to determine when, how many, type, extent of reading, and extent of sharing the book(s) selected. Replies to questions and reasons for or against completion of reading are presented. Also included is a discussion of the accuracy of library circulation figures as an index to children's library-book reading. References are appended.

Kendrick, William M. A Comparative Study of Two First-Grade Language Arts Programs. 76 p. (CRP-2576, San Diego County Department of Education, San Diego, 1966) ED 010 032, microfiche $0.50, hard copy $3.80 from EDRS.

This study was conducted to determine the relative effectiveness of the experience approach to the teaching of the language arts as compared with the traditional method. To accomplish this, four areas of language arts were separately measured--reading, writing, listening, and speaking. In addition, an index of development in reading interest was taken and pupil attitude toward reading determined. The experience approach used the language and thinking of individual children as the basis for skill development. With repeated opportunities for sharing ideas, illustrating stories, and writing stories with teacher help, children began to develop writing vocabularies and were able to write their own stories independently. The traditional method appeared more

effective for developing the skill of deriving meaning from the written paragraph for males of all socioeconomic levels and middle class females, for developing the listening ability of lower class females, and for developing speaking competence of both males and females in all three socioeconomic levels. The experience approach did increase interest in reading in lower class males. This method also favorably affected males and females in writing as these subgroups excelled in the total number of words written.

Kendrick, William M. and Bennett, Clayton L. "A Comparative Study of Two First Grade Language Arts Programs--Extended into Second Grade," The Reading Teacher, 20 (May 1967) 7?7-55.

A study to determine the relative effectiveness of an experience approach and the traditional method in language arts instruction was begun in the first grade and extended through a second year. A second-grade-only sample was measured also. The experience approach (EA) teachers used the language and thinking of children as a basis for skill development. The traditional method (TM) teachers adhered closely to the teachers' manuals in the Ginn series. At the close of the second year, 313 boys and 297 girls in the EA group and 356 boys and 338 girls in the TM group were administered the Stanford Achievement Test, Primary II Battery, Form W, the San Diego County Inventory of Reading Attitude, a writing sample from the restricted stimulus measure, and a measure of interest. The subjects were blocked according to sex, length of time in the study, and for socioeconomic class. Comparisons were made in the areas of reading achievement, listening, speaking, writing, attitude toward reading, interest in reading, socioeconomic levels, and appropriateness for boys or girls. The experience approach enhanced achievement in those variables measured in the study somewhat more than did the traditional method. Achievement in other subject matter areas was enhanced with the EA in the lower socioeconomic groups.

Loughlin, Emma C. and Loughlin, Leo J. "A Study of the Relationship of Time Spent Viewing Television to Children's Reading Achievement," Illinois School Research, 4 (May 1968) 18-21.

The relationship between hours spent viewing television and reading achievement among 53 third-grade and 45 fifth-grade students was investigated. The sample was divided into good and poor readers by taking into consideration each student's mental age, chronological age, and actual reading achievement. Television viewing time for each student was determined for a period of 1 week. The hours of televiewing for male and female good readers and poor readers in both grades are reported. The study revealed that third-grade students viewed significantly more hours of television than fifth-grade students, but that in neither grade were significant differences in televiewing time found

between good and poor readers. Television was seen as perhaps helping both good and poor readers fulfill certain developmental needs. Tables and references are included.

Lowery, Lawrence F. and Grafft, William. "Paperback Books and Reading Attitudes," The Reading Teacher, 21 (April 1968) 618-23.

The effects of available paperback books upon the attitudes of fourth-grade students were investigated. The study was conducted over an 8-week period in six fourth-grade classrooms. Experimental groups 1 and 2 each consisted of two classrooms (one from a middle socioeconomic area and one from a low socioeconomic area) which were provided with books known to be popular with children and teachers. Experimental group 1 were provided with paperback books while experimental group 2 were given clothbound copies of the same books. The two control classrooms used the libraries in their schools. To measure attitudes, a variation of the Projective Tests of Attitudes was given as a pretest and a post-test. The study revealed that the students using the paperbacks showed significant increases in their number of pleasant or positive attitudes and a decrease in their number of negative attitudes. Tables and references are included.

Lyle, Jack. "Immediate Vs. Delayed Reward Use of Newspapers by Adolescents," Journalism Quarterly, 39 (Winter 1962) 83-85.

The effectiveness of immediate reward use and of delayed reward use of newspapers by adolescents was studied. An attempt was made to distinguish general typologies of adolescent newspaper readers. Data were gathered by self-administered questionnaires from 674 sixth graders and 700 tenth graders present on the test day in five Rocky Mountain towns. The checklist consisted of 10 categories of newspaper content. Four were grouped as hard news--local, national government, international, and editorial. Five were grouped as entertainment content--columns, society, sports, radio-TV log, and comics. Advertising was the tenth category but was not treated in this analysis. Dependent variables included teacher's ratings of the child in top-, middle- or low-third of the class according to mental ability, social use of news, exposure to various mass media, perceived conflict between own and parental aspirations for self, educational aspirations, and socioeconomic status based on father's occupation. Rough typologies did exist in both grades, and distribution changed with age. In the tenth grade, the expected positive relationship between selection of newspaper content and media use in general was present. There was a significant relationship between selection of content and frequency of newspaper reading. Other results are given and discussed.

Mariam, Sister. "Can the Teacher Improve Pupil Discrimination in Television and Reading?" New Frontiers in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 124-29.

A study investigated the effect of the incidental use of commercial television to promote the amount and type of sixth graders' reading. In considering the role of television in developing reading habits, it was assumed that viewing discrimination needs to be developed in the child so that it can become a springboard for going to the library as well as a bridge from fantasy to adult reality. From six Chicago schools three groups, each with children from different socioeconomic levels, were given a televiewing and reading interest questionnaire which indicated that they watched television about 3 hours per day, went to the library between two or three times a month, and showed interest in humorous stories, mysteries, and adventure tales. Two of the groups were given a weekly or bimonthly TV tip sheet which listed commercial programs available for their age group and suggested related reading. In one group, teachers motivated interest in the television and reading. In another, the students got the tip sheet only. The third group got neither the tip sheet nor teacher guidance. After 4 months, the children were viewing television less and visiting the library less frequently, but more books were being read. In the group with both teacher guidance and tip sheets, televiewing tastes improved.

Marita, Sister M. A Comparative Study of Beginning Reading Achievement Under Three Classroom Organizational Patterns--Modified Individualized, Three-to-Five Groups, and Whole-Class Language-Experience. 79 p. (CRP-2659, OEC-4-10-263, Marquette University, Milwaukee, 1965) ED 003 477, microfiche $0.50, hard copy $3.95 from EDRS.

To assess differences in reading achievement, reading attitude, and reading progress of first-grade children of high and low mental abilities, different classroom organizational patterns were used. Each organizational pattern provided a different learning situation or "treatment." The study sample consisted of 32 teachers and 810 children who were heterogeneously assigned to one of the three organizational patterns--(1) modified individualized, (2) three-to-five groups, or (3) whole-class language-experience. Pretest measures of intelligence, readiness, and preschool experience were obtained on the children. At the end of a 140-day period of instruction, measures on achievement in reading, attitude in reading, and progress in writing were obtained. Post-test results showed no significant differences between treatments one and three, both of which produced significantly higher scores on word meaning, word study skills, and arithmetic than treatment two. Analysis of the results showed the treatments produced no significant differences with subjects of mental age above 77 months. Students below a mental age of 77 months showed differences favoring treatments one and two except in attitude toward reading, which favored treatment three. One significant result of the study was that no teacher using

the language-experience approach without grouping within the class wanted to return to the typical three-to-five group organizational pattern.

Matters, Gloria. Bibliotherapy in a Sixth Grade. 196 p. (Ed.D., Pennsylvania State University, 1961) Dissertation Abstracts, 23, No. 1, 165. Order No. 62-2642, microfilm $2.75, xerography $9.00 from University Microfilms.

Individual bibliotherapy, group bibliotherapy, written compositions, a problem box, sociometric devices, pupil-written books, and personality identification were used with a sixth-grade class from January to June to test the hypothesis that books may help children face and solve problems arising from everyday living. Another sixth-grade class served as a control group. Children's oral and written statements about books read, books they had written, observations of the investigator, and the Bloomer Identification Figure Test supported the hypothesis. The hypothesis was not supported by scores from the California Test of Personality. Children's problems centered around developmental tasks and basic human needs. The author concluded that books which helped children had high interest and that books prevented future problems by building vicarious experiences and providing children with insignt into problems of their classmates. Under certain conditions both individual and group bibliotherapy are feasible in the self-contained classroom.

McClendon, Patricia Russell. The Relationship of Selected Aspects of the Affective Domain to Reading Achievement at the First-Grade Level. 112 p. (Ph.D., The Florida State University, 1966) Dissertation Abstracts, 28, No. 6, 1993-A. Order No. 67-6472, microfilm $3.00, xerography $5.60 from University Microfilms.

An inventory was designed and given in individual interviews to 73 first-grade children to appraise three aspects of the affective domain related to reading achievement: (1) value placed on reading, (2) concept of self as a reader, and (3) interest (motivation) and interests (behavior patterns). Additional data collected included mental age measured by SRA Primary Mental Abilities: Grade K-1 and reading achievement measured by the Bond-Clymer-Hoyt Developmental Reading Test: Primer Reading. Each measure provided by the inventory combined with mental age proved to be a better predictor of reading achievement at the first-grade level than mental age used alone. Correlations were computed for all subjects combined and for boys and girls separately. The factors which counted most for the variance were (1) for girls and the total sample, interest and interests and value placed on reading and (2) for boys, interest and interests and concept of self as a reader. Recommendations for further study included refining and extending the inventory to include additional neocognitive variables, using the study with educationally disadvantaged children, and exploring the relationship of the affective domain to later reading achievement.

McMillen, Leland Ardell. An Analysis of Reading Attitudes of Children in Grades Two Through Four Who Learned to Read with Either ITA or Traditional Orthography. 150 p. (Ed.D., University of South Dakota, 1968) Dissertation Abstracts, 29, No. 4, 1167-68-A. Order No. 68-14,452, microfilm $3.00, xerography $7.00 from University Microfilms.

The differences in attitude toward reading between children who had learned to read with i/t/a and children who had learned to read with t.o. were investigated by means of a measuring instrument utilizing the semantic differential technique. Concepts used for differentiation were reading book, science book, Weekly Reader, social studies book, comic book, children's magazine, spelling book, dictionary, library book, and reading a book. The scales used for differentiation included such contrasts as sad-happy and useful-useless. Three hundred and twelve second, third, and fourth graders were selected on the basis of the following criteria: the entire school life of the child had been spent in Owatonna, Minnesota, public schools; a Lorge-Thorndike IQ score for the child was available; and the child's parents had occupations which could be located on Roe's classification scale. While the children of the i/t/a program persistently obtained higher attitude scores, they were not significantly higher. Children of both programs had more favorable attitudes in second than in fourth grade.

Naeslund, Jon. Metodiken vid den forsta las undervisningen: En oversikt och experimentella bidrag (With a summary in English). (Uppsala: Almqvist and Widsells, 1956) 187 p.

The results of a comparison between the analytical and synthetic methods of teaching primary reading in Sweden are given in an English summary. Hypotheses were the following: (1) The synthetic method results in greater skill when reading single words. (2) The synthetic method makes it more difficult to recognize words or word combinations as wholes. (3) The tendency to guess when reading is more frequent when using the analytical method. (4) The analytical method produces better comprehension. (5) The synthetic method yields better spelling ability. (6) The analytical method arouses more interest. (7) The synthetic method is better for teaching children of lower intelligence. These hypotheses were tested by means of a co-twin control-experiment, using the matched-pairs technique with 10 identical twin pairs. The mean differences between the two groups were computed throughout the study. The synthetic method of teaching reading was found to be superior when teaching children of lower ability and to yield better results in word recognition. None of the hypotheses in favor of the analytical method were verified. Earlier investigations have generally shown the superiority of the analytical method, but the divergent results of this study may be accounted for by the nature of the Swedish language.

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Parker, Edwin B. "Television and the Process of Cultural Change," Journalism Quarterly, 38 (Autumn 1961) 537-40.

The assertion that a fantasy facilitation function exists for television is considered in the light of two postulates for a functional theory of cultural change. The postulates are (1) a new mode of behavior will be adopted if and only if such behavior serves a need more effectively than the present behavior and at least as effectively as each of the available alternatives; (2) the needs served by the new pattern of behavior in any society existed prior to the adoption of the new pattern. A report of part of the analysis of data collected in 1959 from 604 children in the sixth and tenth grades in two Canadian communities, one of which had television reception and one which had none, is given. An examination of the patterns of behavior which have been displaced by television and the functions they served was made. No statistically significant differences were found between the two towns in book reading, newspaper reading, and in the amount of time spent doing homework. Thus the displacement evidence would indicate that TV does not serve an information provision function better than traditional sources. Conversely, comic book reading, movie attendance, reading of pulp magazines, and radio listening were all considerably less in the town with television, providing evidence that television does serve a fantasy facilitation function. The postulates are supported indirectly. A table and references are given.

Perrodin, Alex F. "Televiewing, Reading Habits, and Children's Social Values," Elementary English, 37 (February 1960) 86-90.

A study was made to determine possible relationships between television viewing and reading habits and selected behavior traits among children who ranked below average in the behavior traits. Subjects were 352 fourth and seventh graders from a Southern elementary school which enrolled children from mixed socioeconomic backgrounds. The subject's preference for certain kinds of social behavior was measured by the Behavior Preference Record. Information as to the number of hours spent per week watching television and preference for program types was provided by a personal data sheet. The number of non-textbooks read from September to May and preferences for book types were also recorded as well as the number of comic books read per week and comic book preferences. IBM machines were used to process the data. Children in this study who viewed television the least showed greater tendencies towards non-democratic types of behavior. Children who read the fewest books tended to show greater preferences for non-cooperative, non-friendly, and non-responsible behavior. The children who read the fewest comic books also expressed the largest percentage of preference for non-democratic behavior. Children who were the least successful on reading achievement tests showed greater preferences for non-desirable behavior traits. Three tables are included.

Pfau, Donald W. "Effects of Planned Recreational Reading Programs, The Reading Teacher, 21 (October 1967) 34-39.

A 2-year exploratory study was designed to evaluate the effects of a planned supplemental reading program on interest in reading and to determine the influence of such a program on reading and spelling achievement and on written and oral language fluency. Random assignment was used to place 170 first-grade children in experimental and control groups in each of the five participating schools. Both groups received instruction in a basal reading series, but the experimental group was also given access to and encouraged to use a wide variety of supplementary books. Results of standardized tests and informal observations showed significantly greater interest in reading, more frequent use of the school library, higher scores in vocabulary ability, and greater written fluency for the experimental group. It was concluded that a program such as the one designed for the experiment would be of considerable benefit in promoting interest and achievement in reading among young children.

Pfau, Donald Wright. An Investigation of the Effects of Planned Recreational Reading Programs in First and Second Grade. 223 p. (Ed.D., State University of New York at Buffalo, 1966) Dissertation Abstracts, 27, No. 6, 1719-A. Order No. 66-13, microfilm $3.00, xerography $10.15 from University Microfilms.

Five experimental classrooms were given, in addition to the period of basal reading instruction, approximately 40 minutes daily for free reading and for activities which encouraged written, oral, and creative involvement with the materials read. Five control classrooms pursued the regular program of basal reading instruction. A comparison of the two groups was made to determine the influence of a supplementary program of recreational reading on children's interest in reading, reading achievement, and other language functions. Influential differences for males and females and for schools represented in the sample were also investigated. It was concluded that the availability of appealing books, additional time for free reading, the sharing of reading experiences, and a concerted effort to create an atmosphere conducive to enjoyment of reading contributed to greater interest in reading, more reading activity, and greater use of the library for the experimental group. The experimental group was significantly superior on vocabulary measures and mean length of written sentences. No significant differences were found between the groups in spelling achievement and mean length of oral sentences. No evidence was produced which suggested that the experimental program differed in its influence on males and females or with respect to particular school communities.

Powell, William R. "Classroom Libraries: Their Frequency of Use," Elementary English, 43 (April 1966) 395-97.

The incidence of the supplementary reading of students in two elementary schools, School X utilizing the classroom library approach and School Y having regularly scheduled trips to a public library adjacent to the school, was studied. Subjects were pupils in grades 4, 5, and 6; there were 208 from School X and 252 from School Y. The two schools were approximately equal in class size, sociocultural environment, past reading achievement, intellectual abilities, attendance, and promotion-retention policies. After 8 weeks of school, the pupils were asked to complete a brief questionnaire to determine their use of library facilities and the number of books read other than textbooks. Students in School X (classroom library) were reading much more widely than those in School Y. However, students in School Y used library facilities more frequently. It is concluded that the more immediate the access to library material, the greater the amount of pupil recreatory reading. The establishment of a classroom library collection pool is suggested. Tables are included.

Pyle, Wilma Jean. An Exploratory Study in Reading on the First Grade Level Using a Combination of Trade Books and Their Corresponding Recordings. 200 p. (Ed.D., Wayne State University, 1964) Dissertation Abstracts, 25, No. 9, 5159-60. Order No. 65-1845, microfilm $2.75, xerography $9.00 from University Microfilms.

The effect of 50 selected trade books and corresponding records on the reading interest attitudes, skills, and experiences of two first-grade reading groups was studied. The instruments used to determine any changes in the above-mentioned variables included the Harrison-Stroud Reading Readiness Test, the California Reading Achievement Test, Lower Primary, and a reading interest and attitude schedule for children designed by the investigators. In addition, an interview schedule was used with the parents of both groups of children. Statistically, the Fisher t-test was used to analyze the data collected. The author concluded that a more positive change had taken place in the experimental group than in the control group regarding reading interests and attitudes. The experimental group (which used the trade books and phonographs) achieved higher scores on the reading vocabulary and reading comprehension sections of the California Reading Achievement Test than did the control group (which used only the phonograph records). The children using the combination of trade books and recordings developed more independence in reading than did those children having access to only the recordings. The parents of the experimental group indicated a higher level of enthusiasm and interest in the reading innovation than did those parents of the control group.

Research and Guidance Branch, Department of Public Instruction, Queensland. An Investigation of Methods of Teaching Reading in Infants' Schools. Bulletin No.9 (Brisbane, Australia: Dept. of Public Instruction, March 1955) 42 p.

Two methods of teaching reading in the lowest grades in Queensland schools were compared. The traditional, phonic method was compared with the whole-word and sentence method to determine which method was more successful. From 1952 to 1954 the Kelvin Grove and Camp Hill Infants' Schools served as experimental schools. There were two control schools. Three sets of modern readers were selected. A battery of objective tests was used to measure achievement in November and December 1954. Three independent evaluations by the schools, the district inspectors, and by the objective testers were made. Data were analyzed by variance, covariance, and product-moment correlation between each intelligence test and each of the achievement tests. The teachers and district inspectors made it clear that the new reading books and methods had substantial advantages over the books in use but pointed out that objective tests did not demonstrate that either method produced clearly superior results. Subdividing classes into groups appeared to lead to higher reading achievement. A discussion of the reading program, reports from the schools and evaluation by the district inspectors are given. Recommendations, tables, and appendixes are included.

Richardson, J. "A Factorial Analysis of Reading Ability in 10-Year-Old Primary School Children," British Journal of Educational Psychology, 20 (November 1950) 200-01.

Twenty-one tests were given to 260 10-year-olds in an attempt to discover the constituent factors of reading. Several speed tests were constructed and validated for this battery. Other tests administered were a silent reading test, visual and auditory discrimination tests of word and word forms, and assessments of experiential background and of attitude toward reading. The attitude test was radically adapted for the 10-year-olds. Reliability established by test and retest was .90 for assessment of background and .79 for attitude to reading. Validity was ascertained from described criteria and assissment of interest by observation of the child in interviews. Results indicated (1) that IQ and verbal ability seemed of greatest importance in reading success or failure, (2) that verbal ability seemed to be affected by innate and environmental causes, (3) that there was a close association between scholastic success and emotional adjustment, and (4) that auditory and visual perception does not emerge as a general differential cause of reading ability at age 10, nor does attitude or home background. The latter, however, did appear of greatest importance in individual cases.

Roderick, Jessie Alice. Some Relationships between Creativity and the Reading Preferences and Choices of a Group of Sixth Graders. 264 p. (Ed.D., Temple University, 1967) Dissertation Abstracts, 28, No.3, 1012-A. Order No. 67-11, microfilm $3.40, xerography $11.05 from University Microfilms.

The reading preferences and choices of 100 sixth graders were analyzed and compared with a panel of authorities' predictions of appeal to the most or least creative child. Subjects were divided into high, middle, and low creative groups according to scores on the Minnesota Tests of Creative Thinking. During a 3-month period, each child, as a member of the Explorers' Book Club, read from a list of 30 titles and indicated in a log if he liked a book, if it was all right, or if he didn't like it and gave the reasons for his reactions. The judges also gave reasons for their ratings of the book's appeal. Significant differences occurred among the means of preferences that high, middle, and low creatives expressed for books rated as appealing to the most creative child but not for books rated as appealing to the least creative. High creatives, and to a lesser extent middle creatives, liked and read more books than did the low creatives. It was concluded that low creativity was more of a detriment to reading than high creativity was an asset. Differences in preferences for types of literature appeared to be related to sex but not to creativity. To some extent, book preferences of children of varying degrees of creativity tended to agree with authorities' predictions, but children's reasons for liking or disliking books were not always the ones adults predicted they would be.

Rowell, Charles Glennon. Change in Attitude toward Reading and its Relationship to Certain Variables among Children with Reading Difficulties. 161 p. (Ed.D., George Peabody College for Teachers, 1967) Dissertation Abstracts, 28, No. 5, 1630-A. Order No. 67-15,001, microfilm $3.00, xerography $7.60 from University Microfilms.

The relationships between change in attitude toward reading of disabled readers and achievement in basic reading skills, change in level of comprehension, achievement in reading vocabulary, sex, socioeconomic status, and age were studied. Forty randomly selected elementary and junior high school students who participated in a corrective reading program were subjects. The control group included 30 students who were recommended but who did not participate in the program. Attitude toward reading was measured by a locally constructed instrument. Achievement in reading was measured by the Silent Reading Diagnostic Tests and the Gates Basic Reading Tests. Warner's Scale of Index of Status Characteristics was used to determine socioeconomic status. It was concluded that the corrective program was effective in improving both reading skills and attitude toward reading. The program was also effective in improving attitudes toward conventional reading activities. The results indicated that success in learning skills is important to the development of positive attitudes toward reading. Sex, age, and socioeconomic level were not significant.

Schotanus, Helen D. The Relationship between Difficulty of Reading Material and Attitude toward Reading. 19 p. (BR-5-0252-TR-29, Wisconsin University, Madison, 1967) ED 016 596, microfiche $0.25, hard copy $1.05 from EDRS.

The relationship between the difficulty of reading material chosen and attitude toward reading was examined. Subjects were 40 second graders. One-half of the subjects exhibited a favorable attitude toward reading, and one-half exhibited an unfavorable attitude. The Activity Preference Test was adapted for the study and administered. An interview, an informal reading inventory, and a second administration of the Preference Test provided additional data. Correlation and the Kolmogorov-Smirnov test were used to analyze the data. Children in both the favorable and unfavorable attitude groups chose material below their instructional level for free reading material. As a group, the subjects with favorable attitudes were not better readers than those with unfavorable attitudes. Evidently, the difficulty of the materials did not appear to be a significant factor in determining their attitude. The subjects chose easier materials whether they reported considering difficulty of material or not. A bibliography and an appendix are included.

Sheldon, William D. and Cutts, Warren C. "Relation of Parents, Home, and Certain Developmental Characteristics to Children's Reading Ability. II," Elementary School Journal, 53 (May 1953) 517-21.

Ten characteristics of parents, home, and development and their relationship to children's reading ability were studied. Teachers chose 868 pupils who represented the poorest 5 percent and the best 5 percent of the readers in their classes on the basis of achievement tests, observation, and intelligence test scores. A nine-page questionnaire was completed by the parents of each child. Characteristics compared to reading status were pupil likes and dislikes for school activities, methods of parental control, interests and hobbies, physical development, verbal communication, frequency of nightmares, physical characteristics, parental level of aspiration for the child, leadership status, and motor coordination. Ten percent of the average and above-average children liked language arts, while 3 percent of the below-average children liked language arts. Parental agreement concerning control indicated a slight difference in favor of better readers. Interest in music, science, sports, and social activities favored the better readers. Leadership status favored superior readers. There was no difference in motor coordination or frequency of nightmares between the two groups. Other results and one reference are included.

Shnayer, Sidney William. Some Relationships between Reading Interests and Reading Comprehension. 210 p. (Ed.D., University of California, Berkeley, 1967) Dissertation Abstracts, 28, No. 7, 2606-A. Order No. 68-13, microfilm $3.00, xerography $9.45 from University Microfilms.

Some relationships between reading interests and reading comprehension were studied, using the hypothesis that a reader's comprehension is related to and varies with the degree of interest he has in what he is reading. Sixth-grade subjects were divided into groups determined by the scores

achieved on the Gates Reading Survey Test. Each group was required to read 15 stories with readability scores of two grades higher than the mean reading ability for each group. The subjects rated the stories on a four-point scale to determine the degree of interest and then answered questions of fact and sequence and questions requiring the reader to make inferences, draw conclusions, and recognize the writer's point of view. Comprehension scores from stories of high interest were compared with scores from stories of low interest. It was concluded that reading interest may enable most students to read beyond their measured reading ability, that high ability students are less affected by interest than low ability students, that low interest has a negative effect on poor readers, and that a reassessment of current methods of evaluation is needed to determine whether ability or interest is lacking.

Simmons, Gertrude Langford. A Study of the Influence of Social Status and Race on the Reading Interests of Sixth-Grade Pupils in Leon County, Florida. 127 p. (Ph.D., The Florida State University, 1967) Dissertation Abstracts, 28, No.12, 4833-A. Order No. 68-7799, microfilm $3.00, xerography $6.20 from University Microfilms.

Differences among the reading interests of middle- and lower-class white and Negro children were investigated. Subjects were 100 sixth-grade pupils equally divided into four socioeconomic groups matched for age, sex, intelligence, and reading grade. Reading interests were determined by a questionnaire consisting of titles and brief annotations. Chi-square analysis of differences between title choice frequency led to the conclusion that among the middle- and lower-class white and Negro children there were significant differences related to race and social class, with race accounting for more differences than social class. But, in spite of the differences revealed, the groups were more alike than different in their reading interests.

Stanchfield, Jo M. "Boys' Reading Interests as Revealed through Personal Conferences," Reading Teacher, 16 (September 1962) 41-44.

An investigation of the effect of reading achievement upon reading interest among elementary school boys is described. Subjects were 153 fourth-, sixth-, and eighth-grade boys from the Los Angeles City Schools who represented a cross section of socioeconomic levels. Subjects were examined for intelligence (IQ's of 90 to 120) and adequate emotional and physical health. Superior, average, and poor readers were identified at each grade level. Each subject was questioned during an hour-long personal interview about his preferences for general types of reading (science fiction, mystery, westerns, etc.) and characteristics of reading interests (suspense, courage, happiness, etc.). Responses were analyzed according to these categories: (1) reading interests both for grade level and for reading ability groups; (2) preferred characteristics of reading interests for

grade level and for reading ability groups. Very high correlations are reported for both categories. It was concluded that very few differences in reading interests exist among boys of differing abilities or grade levels. Implications for teachers based on the findings are discussed.

Stanchfield, Jo M. "The Effect of High-Interest Materials on Reading Achievement in the First Grade," Junior College and Adult Reading Programs: Expanding Fields, National Reading Conference Yearbook, 16 (1967) 58-61.

Experimental beginning reading materials were used in the first grades of 10 Los Angeles City schools, and end-of-first-grade achievement was compared with that of control groups using the regular state texts. The new materials included a reading readiness teacher's manual, a series of textbooks containing original stories about Alaska and Hawaii, and a set of listening tapes to accompany the readers. The Harsch and Soberg Survey Test of Primary Reading Development was given in June to both experimental and control groups. Significant differences were shown for three main effects: (1) the girls read significantly better than the boys in the study; (2) the Mexican-American children read significantly worse than the Caucasian or Negro; and (3) the experimental groups read significantly better than the control groups. Tables are given.

Stanchfield, Jo M. "Increasing Boys' Reading Achievement through Instructional Materials," Vistas in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 440-44.

A program for beginning reading oriented to the interests and characteristics of boys was developed. The learning patterns of boys were applied by the teacher in the readiness for reading, the motivation and interest, the practice and drill, and the reinforcement areas of learning. Reading interest categories were studied informally,and the topics preferred most and least by boys are listed. A total population of approximately 300 first graders participated. The boys and girls in the experimental groups were matched with control groups according to home backgrounds, ethnic origins, and intelligence based on the Detroit Beginning Primary Test scores. At the end of the first grade, the Harsch and Soberg Survey Test of Primary Reading Development was administered. Results showed that in all cases (subtests one, two, and three), the means of the experimental groups were higher than those of the control groups. A surprising result was that the mean difference in reading scores for boys and girls was not significant. Another factor noted was that the teachers spent a great deal of effort and energy using the research materials and methods developed.

Wang, James D. "The Relationship between Children's Play Interests and Their Mental Ability," Journal of Genetic Psychology, 93 (September 1958) 119-31.

The relationship between children's play interests and their mental ability was investigated. Subjects were 1,800 children in the fourth, fifth, and sixth grades in certain Tennessee and Kentucky schools within a 150-mile radius of Nashville, Tennessee, with both rural and urban cases included. The play interests of the groups were determined by means of a play inventory of 108 items. A mental ability test consisting of 20 questions was constructed by the author. Features of this test and validation efforts are described. The findings are discussed. Generally, with increases in brightness, an increasing interest was found in play of a rather active nature, with both girls and boys at the highest mental level somewhat more likely to favor play activities which demand more intelligence or basic skills. Most of the children at the lowest mental level are likely to enjoy play activities which have no complicated rules, or which require just the amount of intelligence that they have to understand the ways of playing. Out of 108 items, swimming and going to movies were the only activities indicated about which there is a progressively increasing expression of interest for both sexes along with increasing intelligence. Mental ability was not found to be the major factor in the determination of breadth of play interests because individual differences, mores, and social opportunities were also of importance. References and tables are included.

Witty, Paul and Fitzwater, James P. "An Experiment with Films, Film-Readers, and the Magnetic Sound Track Projector," Elementary English, 30 (April 1953) 232-41.

The relationship of film experience to the acquisition of skill in silent reading was studied. Second-grade pupils in six Chicago schools served as subjects. During their first semester in second grade, the subjects used basal readers and supplementary materials. Films were used during the second semester. Tests were administered at the beginning of the year, between semesters, and at the end of the year. Measurement was made with an interest inventory, a questionnaire, the California Reading Test, and the Kuhlman-Anderson Test of Mental Ability. Mean scores, frequency, and grade equivalence were used to analyze the data. The test ceiling was reached by many students on the California Reading Test. Therefore, the subtests were deleted on which over one-half of the class had made perfect scores. Tentatively, there was greater gain using films and recordings. Teachers indicated that during the second semester pupil rate of learning was faster, pupils did more related reading, and class discussion improved. Student responses to the questionnaire are included.

Worley, Stinson Ezell. The Relationship between Developmental Task Situations and Children's Interests in Stories. 188 p. (Ed.D., North Texas State College, 1961) Dissertation Abstracts, 22, No.7, 2296-97. Order No. 61-6208, microfilm $2.75, xerography $8.60 from University Microfilms.

A jury-constructed inventory was used to determine the developmental value of 12 fifth-grade and 12 sixth-grade reader stories and the relationship between children's general and expressed interest in certain stories and the developmental value of the stories. Correlations were computed for 1,500 fifth- and sixth-graders between the rank of the children's interest ratings and the written expression of interests and the ranks of the developmental task value of the stories. The author concluded that (a) the stories appeared to concentrate on situations thought by adults to be important for children and reflected middle-class attitudes toward the development of independence, honesty, loyalty, affection for adults, bravery, courage, and leadership; (b) the importance of the male role was much more strongly emphasized than the female role; (c) factors other than developmental value determine the general reading interest of middle-grade children in stories (however, children stated they preferred story situations in which characters were solving developmental tasks); (d) boys and girls and children of average and accelerated reading ability identified in a similar way with story characters that were portrayed as working on developmental tasks.

Part I -- Studies Published from 1950 through 1969

Section 3: Programs to Develop Interests and Improve Tastes

Blazier, Robert Turner. Improving Reading Instruction through Effective Class Organization and Activities. 183 p. (Ed.D., The University of Mississippi, 1968) Dissertation Abstracts, 29, No.9, 3017-18-A. Order No. 69-3956, microfilm $3.00, xerography $8.40 from University Microfilms.

Activities, class organizations, and grouping techniques for developing certain basic reading skills are described and evaluated, using as a basis a study of selected literature and research from the past 10 years. The following conclusions are presented: (1) Grouping based upon interest and upon sociometric friendship patterns rather than upon gross achievement and intelligence provide more interaction and stimulus for learning. (2) Homogeneous classroom grouping fosters low self-concept development for all ability groups, a loss of sociometric status for superior pupils, and negative attitudes in average and slow pupils. (3) Pacing of instruction should be based on individual learning rates. (4) Broad unified activities which generate a wide diversity of response and which promote modified thinking should be designed by teachers. (5) Skills in locating information in reference books need to be taught. (6) Use of the library for recreational reading and research should begin at an early age.

Burrows, Alvina Treut. "Building Lifetime Reading Habits in an Individualized Reading Program," Reading and Inquiry, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 151-54.

Lifetime attitudes and values toward reading begin when a child is young and are favorably influenced by exposure to families and friends who love reading. However, in order that these early attitudes and values gained from reading may mature and serve the reader through his lifetime, he must learn flexibility as to purpose and content so that he can adapt to the changes that come with increasing age. An individualized reading program continuously develops this needed flexibility of purpose and content with the consistent demand for the learner to make choices and decisions vital to his instructional program. These choices involve selection of content, rate of work, purposes in reading, and overt and covert responses. The satisfaction of making choices contributes dynamically to the reader's self-image and provides an opportunity for the important process of identification with story characters. Exposure to a wide variety of content and style is another important characteristic of the individualized reading program which allows children to develop reading attitudes and values.

Carline, Donald E. "Evaluation for Pupil Effectiveness: The Individualized Reading Program: A Guide for Classroom Teachers," Reading and Inquiry, 11, Part 3 (1966) 44-49.

Not only cautious interpretation of the results of tests that measure reading skills, but also appraisal of the unmeasurable, intangible factors

are the basis for an individualized reading program (IRP) which builds a love for reading in children while fostering the acquisition of reading skills. Methods of evaluating an IRP program include noting the number and quality of books selected by and read by children; such a tally reflects how well teachers are guiding a pupil from one reading interest to another. Another type of evaluation device is the questionnaire that solicits the attitudes of not only the pupil but of the teacher and of the parents. Many intangible values of the IRP method, however, cannot be measured. Keen evaluation by the teacher of a pupil's progress and needs requires individual conferences as well as observation during group activities; all IRP activity leading to and all after the conference is shaped by it. It should record approximate reading level, an estimate of reading potential, interests, and specific needs. The teacher needs a comfortable and purposeful record-keeping system to keep what she learns of each child, who can be encouraged to help keep his own records in a creative, attractive, and enjoyable way. References are included.

Darling, Richard L. "Bringing Readers and Books Together Successfully through Storytelling," Reading as an Intellectual Activity, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8, (1963) 166-68.

Careful selection and preparation of stories are important in mastering the art of storytelling, because few storytellers are comfortable with all types of stories. And not all types of stories lend themselves equally well to oral presentation. Folktales and myths are most appropriate for telling, since this material has been preserved from an oral tradition. Literary works of modern authors, however, should be presented as the author wrote them and should not be included in the storytelling repertory. By choosing an appropriate storytelling selection from books available in the school library, a teacher can encourage children to read the same books independently. Titles of folktale collections and individual stories, as well as suggested books on the art of storytelling, are included in the article.

Dawson, Mildred A. "Children's Literature: Lodestones in Children's Books," Changing Concepts of Reading Instruction, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 6 (1961) 183-86.

The stories themselves in good children's books attract the child and provide the satisfactions which he seeks from reading. They can also provide an expanded understanding of himself and those around him. And even though interest studies of various story themes which appeal to different sexes and ages provide general guidelines for directing a child to the right book, it is the personal interaction of one child to a particular book that results in an upgrading literary experience for that child. Providing an

abundance and a variety of excellent books for his own reading is, therefore, important. But, reading should be supplemented with listening. In order to improve his literary taste, a child should be read to often. Both reading and listening experiences help bring children and good books together.

DeAngelo, Rachel W. "Partners in Teaching Reading: The Classroom Teacher and the Librarian," Improvement of Reading Through Classroom Practice, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 196-97.

In an elementary reading program that makes adequate use of the library, five specific activities were suggested in order to develop reading tastes and skills. (1) A variety of guidance activities successfully stimulate reading. They include (a) picture book hours in the library and (b) close cooperation of teachers, librarians, and parents in reading library books aloud, in encouraging youngsters to read to them, and in discussing books with the children. Library-sponsored book clubs, book review bulletins written by students, dramatizations, book quizzes, and discussions were listed as successful guidance activities at the secondary level. (2) The librarian works closely with all classroom teachers, providing the necessary materials to support and enrich all subjects. (3) The teacher makes use of quality films, filmstrips, and recordings provided by the librarian to develop reading tastes. (4) The teacher and librarian act as partners to develop library and research skills in youngsters as they motivate them to seek answers to specific questions. (5) Librarians recommend books that touch and broaden the hearts and minds of youngsters, and the teachers read them aloud in the classroom.

Flierl, Nina T. "Using Television Interests to Build Reading," New Frontiers in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 121-24.

An experimental program to determine to what extent children's favorite TV programs could be used to stimulate reading interests was carried out with intermediate-grade classes in a suburban New York state school. Bulletin boards, tape recordings with teacher and student comments, book displays, and related classroom activities such as dramatization and writing were used. The two highest favored shows were used for this experiment: Dennis, the Menace and Wagon Train. An initial survey, made in December 1959, showed that TV watching time for these children ranged from 0 hours to 40 hours per week, with the median being 15 hours per week. During the previous month students read a median number of 4 books, with the range being 0 to 20 books. A followup survey showed that in January students read a median of 5 books, and the range increased from 1 to 29 books. The total number of books read reported in the surveys was 621 in December and 820 in January. TV watching time again gave a range of 0 to 40 hours each week, but the median dropped slightly from 15 to 14 hours per week. Teachers reported students were

indicating a more critical approach to TV. Teachers also regularly viewed the TV programs and found ways to relate the content to educational use in the classroom.

Foster, Thomas Gray. An Investigation of the Suitability of Six Reading Selections Designed for Sixth-Grade Pupils. 170 p. (Ed.D., Wayne State University, 1960) Dissertation Abstracts, 22, No. 1, 123-24. Order No. 61-2331, microfilm $2.75, xerography $7.80 from University Microfilms.

A committee of teachers and assistant principals constructed six reading selections for sixth-grade children to determine if teachers with limited writing experience could produce curriculum materials for a specific grade. The selections were evaluated in terms of reading level, content interest, and comprehensibility. Readability formulas indicated that four of the six selections were within the desired reading range, with one slightly above and one slightly below the desired range. Four of the six selections were completely acceptable on the basis of children's interests with two having relatively low interest levels. Comprehension of the selections ranged from satisfactory to excellent. The author concluded that with some modification the materials are suitable for sixth grade and that teachers are capable, at least in this instance, of coming reasonably close to the mark in writing for sixth-grade pupils.

Freeland, Alma Moore. "The Role of Supplementary Readers in Children's Literature," Vistas in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 165-69.

The use of supplementary readers to aid teachers in the development of students' interest in and taste for good literature is significant, especially in the absence of adequate library facilities. Some specific values of their use include: balancing the reading program, providing material of high literary quality, satisfying children's interests, fulfilling children's developmental needs, meeting individual differences, extending experiences with literature, enriching and increasing vocabulary, and fostering development of special skills and competencies.

Glass, Gerald G. "Let's Not Read So Soon! (Even Those Who Can)," Vistas in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 458-61.

The developmental advantage of teaching children to read and to use reading before second or third grade was questioned. It was contended that reading for a primary pupil is the least effective communication medium

that can be used for either learning or enjoying, because such a youngster's reading skills are immature. Such tools as film strips, demonstrations, and reading to children are much more effective. Enjoyment from learning is hampered by the limitations of the child's reading ability in the early grades. It was argued that by the time a child is 9 or 10 and should develop his cognitive potential through reading, he already may have negative attitudes developed from early reading which could not deal with thoughts, evaluations, descriptions, and mature ideas. Yet, it was noted, the child gets his most intensive reading training in the early primary grades. It was recommended that learning through listening be given the attention that reading training now has in the lower primary grades and that any primary reading training emphasize decoding and word analysis. References are included.

Hartley, Helene W. "Teaching the Reading of Literature in the Elementary School," Challenge and Experiment in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 43-45.

Reading literature requires particular skills and techniques that must be learned. The child must be led to recognize the difference between factitive and literary meaning, and he must learn to adjust the purposes and nature of his approach. Teachers can play a key role in arousing pleasant anticipation for a special kind of reading. They can lead the child to perceive and respond to the unique ways by which meanings are conveyed, and they can do this best in the elementary school by providing abundant, satisfying experience with reading techniques rather than by teaching them directly. Tempo, movement, rhythm, and symbolism can be taught through exposure to works which use them. Introductions to each literary type--poetry, drama, story--calling for its own reading skill, can come in a planned sequence of learning. For example, the art of reading drama can begin with spontaneous play-acting of stories, followed by puppeteering, writing original plays for performance, watching and producing plays, and finally reading works which cause the mind to envision such things as the setting, tone of voice, and gesture. Responsibility for the inception and basic development of this kind of reading rests in the elementary school.

Hershberger, Hazel Kuhns. A Core Library for Individualized Reading in the Elementary School: Based Upon Pupil Interest Choices Identified by Teachers Recommended by a Survey of Selected Experts. 157 p. (Ed.D., The George Washington University, 1968) Dissertation Abstracts, 29, No. 10, 3525-A. Order No. 69-5206, microfilm $3.00, xerography $7.40 from University Microfilms.

Various aspects of student-selected reading materials were investigated, and a recommended core library to serve individualized reading programs at the elementary level was developed. From a survey of

the studies in which a comparison was made between the results of the methods of individualized reading and ability grouping, the authors of the 10 most significant studies were selected and contacted. They were asked to provide lists of competent teachers in individualized reading techniques. Sixty-five teachers from various parts of the country made recommendations for books. These selections were based upon pupil interest and self-selection as indicated by the teachers. There appeared to be a marked consistency in the demonstrated interests of students of various grade levels. The resulting lists are presented, by grades, in the dissertation.

Huck, Charlotte S. "Components of a Beginning Literature Program," Reading and Inquiry, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10, Part 2 (1965) 68-70.

An appreciation for literature should be taught to children in primary grades while they are developing to 75 percent of their general total achievement. Early reading by parents to preschool children and by kindergarten and primary teachers increases vocabulary, extends experiences, and introduces a literary heritage. Reading aloud allows the use of material with broader-based vocabularies and appeals to the youngsters' sensitivity to sounds; good books give wings to young imaginations, and literary allusions can be inculcated early. However, there should be some study of techniques and of literary forms and types in a carefully planned sequential program. However, the ready availability of thousands of children's books stresses the importance of selecting wisely.

Huus, Helen. "Developing Interest and Taste in Literature in the Elementary Grades," Reading As An Intellectual Activity, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 46-50.

Children read for a variety of reasons, such as (1) to fulfill cultural expectations, (2) to satisfy curiosity, (3) to help solve problems, (4) to escape, and (5) to amuse themselves. When children are given a chance to choose between books, they usually prefer that which is good, without always recognizing why one book is of superior literary quality to another. To improve taste, the teacher should provide the child with a variety of books, she should be enthusiastic about them, and she should read to the children. In order to develop a recognition of literary elements in books, she should present formal literature lessons which help children with analysis and comparison. In these ways she can lead them to books of progressively higher quality.

Jenkins, William A. "The Future of Children's Books," Elementary English, 42 (May 1965) 502-12.

The results of a survey to ascertain the future of children's books are presented. The study is based on a questionnaire which was sent to 121 publishers who were listed as working in the children's and juvenile field in the 1962-63 Literary Market Place. Some of the survey questions are concerned with the following: (1) the predictable future of children's literature, (2) children's reading habits ten years from now, (3) changes in publishing trends, (4) the future role of paperback books and book clubs in the children's field, and (5) reading controversies and factors adversely affecting reading. Of the forty-four questionnaires returned, thirty-two of the editors identified themselves,and their comments should indicate what the field is thinking about. Tables and references are given.

Larrick, Nancy. "Nature, Science, and Children's Reading," Changing Concepts of Reading Instruction, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 6 (1961) 191-93.

Although interest in science has been intensified by our age of space travel, it was noted that science-related subjects have always been a part of a child's natural curiosity. Impatience and a tendency to underrate youth's capacity to understand have led to attitudes and reading materials which dampen and squelch this natural incentive to read. A review that found science books for children inaccurate, guilty of serious omissions, and distorted was cited. Science books, it was stressed, must appeal, inform, and stimulate. Requirements listed for a good science book included (1) complete accuracy in text and illustration; (2) readability that is clear but not over-simplified with a good table of contents, fully explained illustrations, and a thorough index; (3) inherent appeal without artificial, unscientific techniques; and (4) influential contribution to the conceptual development of a child as a growing, thinking personality. A short critique of 11 recent science books for children is included.

McDonald, Christina R. "Language Development Through Literature: A Program for Young Spanish-Speaking Children," California English Journal, 3 (Spring 1967) 31-46.

Two important aspects of teaching English literature in some communities of the Southwest, motivation and bilingualism, were dealt with in this study conducted in a school district with a student population of roughly 50 percent Mexican-American. The designing and testing of the literature experience approach to language learning in a program for children in Headstart classes (kindergarten through third grade) was described. Half the children were taught in the traditional manner; the other half were taught by the literature experience approach which followed a carefully planned and selected program in children's literature comprised of folk tales, picture storybooks, and folk songs. There were more native Spanish-speaking children in the experimental group than in the control group,

thereby subjecting the literature experience approach to an even greater test. Analysis of study data established the literature experience approach to language learning as highly effective with these children in stimulating and promoting growth in language attitudes, skills, and abilities.

Painter, Helen W. "Some Techniques for Building Lifetime Reading Habits," Improvement of Reading Through Classroom Practice, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 176-77.

It was noted that the development of lifetime reading habits depends on many aspects, including the ability to read, the attitudes and interests of the child and the attention and guidance given him by teachers, the social and reading environment of the child, and the conviction that lifetime reading habits are important. Seven techniques for promoting lifetime reading habits were suggested: (1) the teacher must be a reader and must let this fact be known to her pupils; (2) the teacher must familiarize herself with children's literature; (3) the teacher should read aloud to her students frequently; (4) books should be made readily available to children; (5) a variety of audiovisual means should be used to sell the idea of reading; (6) pertinent facts about authors and their writing should be used to lead children to books; (7) the enjoyment of reading must be repeatedly emphasized; thus, easier reading should always be available.

Parker, Elizabeth Ann. A Manual for Elementary-School Teachers on Teaching Prose Fiction Reading Abilities. 267 p. (Ed.D., Columbia University, 1966) Dissertation Abstracts, 27, No. 9, 2952-A. Order No. 67-2826, microfilm $3.45, xerography $12.15 from University Microfilms.

A manual for elementary school teachers on teaching prose fiction reading abilities is presented. The scope of the manual limits the means of comprehending prose fiction to those acquired through reading abilities. The concepts essential to understanding prose fiction as an art form and the characteristics of the elements of prose fiction are presented. Ten prose fiction reading abilities and the responses which a reader may make to prose fiction are outlined. Some basic considerations guiding instruction in prose fiction reading abilities and some criteria for the selection of appropriate prose fiction for the 8- to 12-year-old are offered. The manual concludes with an annotated bibliography of books on the nature of prose fiction and children's literature which proposes references that may be used by teachers and children in selecting prose fiction for the classroom library.

Report for the First Year of a Project to Provide New Motivation for Reading Through Library Services in Overcrowded Elementary Schools. 73 p. (DPSC-67-3076, OEG-3-7-673076-2678, St. Louis Board of Education, Missouri, 1968) ED 024 545, microfiche $0.50, hard copy $3.75 from EDRS.

This ESEA Title III library program was designed to motivate the reading of elementary school pupils in the St. Louis, Missouri, schools. Main features of the program included (1) centralized processing of library materials; (2) establishment of a library services center; (3) establishment of libraries in 12 overcrowded elementary schools; (4) employment of library aides; (5) use of volunteers in motivating children to read; (6) application of the "corridor concept" by utilizing hall space for book storage and library displays; and (7) inservice training for library aides and volunteers. Evaluation showing a favorable response was made through the use of questionnaire responses from principals and faculty members of the participating schools and through circulation data. Appendixes are included.

Root, Shelton L., Jr. "Literary Understandings in the Reading Program of the Primary Grades," Reading and Inquiry, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 70-72.

Denying a dichotomy separating instructional from recreational reading in the primary grades, it was emphasized that literature should be considered central and vital and that much of the emphasis, time, and money of reading programs should be spent on it. Literature should be taught in primary grades rather than merely given "lip service" as an adjunct of reading skills, methods, and techniques. Early literary tastes ought to strive for sensitivity and appreciation rather than for a too rigorous technical understanding. Literary appreciation comes first from an awareness that books have something to offer, and devices such as oral reading, storytelling, films, film strips, and recordings make the pupil aware that books are for him at the same time that they extend his literary experience. Literature instruction must provide the time to hear and discuss books, to sit quietly with them, to associate them with other media, and to derive private and personal experiences from them. Literary instruction must develop the skill to reach implicit meanings from explicit statements as the key to acquiring intended meanings. Literary cause and effect relationships, including foreshadowing, should be taught to children, and awareness of characterization and character development should lead to an appreciation of literary craftsmanship.

Vining, Elizabeth Gray. "What Measures Stand the Test of Time?" Improvement of Reading Through Classroom Practice, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 14-18.

It was suggested that the relatively recent availability of thousands of titles in children's books stresses the importance of teachers, librarians, book-sellers, editors, and writers understanding what qualities make some books live and others whither. Drawing examples from books published between 1864 and 1944 for a wide, middle group of children, it was noted that those published before the pleasurable "Alice in Wonderland"

in 1864 were didactic. Lewis Carroll;s love for his own book, it was contended, stresses the importance of sincerity in the author--a lack of pretention in his attitude toward the child or the book. He did not write down to children. It was argued that the author of children's books must be sincere to cope with the direct honesty of children: he needs a passion for truth of fact, place, character, and imagination. The writer, it was stressed, must instill life in his stories to make his chacters live; he must understand that using ordinary words in a fresh way is to create magic. In recommending and "selling" children specific books, the adult, it was contended, must consider the feeling about life that the book leaves with the child, and all of these aims must be built around stories that move and hold one's interest. Specific examples are used frequently.

Part I -- Studies Published from 1950 through 1969

Section 4: Research Summaries

Gilbert, Luther C. and Holmes, Jack A. "Reading: Psychology," Language Arts and Fine Arts. Review of Educational Research, 25, No. 2, 77-91. (Washington, D.C.: American Educational Research Association, April 1955).

Research in the psychology of reading published during 1950-54 is surveyed. The following areas are discussed: interest in reading, reading in relation to other subjects, vocabulary and its relationship to reading, auditory factors, speed and retention, personality in relation to reading, reading in relation to intelligence, hygiene of reading, neurological and physical factors, and functional efficiency of the eyes and reading. A bibliography of 129 items is included.

Gray, William S. "Summary of Reading Investigations: July 1, 1949 to June 30, 1950," Journal of Educational Research, 44 (February 1951) 400-41.

The annual summary of reading investigations for July 1949 through June 1950 is presented. The areas surveyed include the following: the sociological aspects of reading, mass communication, the psychology of reading, some personal factors and interests affecting reading accomplishment, diagnosis and remedial teaching, reading in content subjects, leisure time activities, and tests. An annotated bibliography of 93 references is included.

Harris, Theodore L.; Nudelman, Barbara; and Carlson, Elwood. "Summary of Investigations Relating to Reading: July 1, 1963 to June 30, 1964," Journal of Educational Research, 58 (February 1965) 243-81.

A summary of empirical studies relating to reading for the period July 1, 1963 to June 30, 1964, is given. References to reviews and other specialized summaries are not included. Investigations published since the last annual summary in 1964 are included. Reference is made to an important bibliographic tool which lists all vocabulary studies in print through June 1963. In general, it is noted that studies in testing, predicting, and diagnosing reading performance are prominent. Psychological correlates of reading and learning processes and functions are continuing to receive strong emphasis in the psychology of reading. In the sociology of reading, emphasis in research is divided among the characteristics of materials, reading habits and preferences, and psychosocial effects of reading. An annotated bibliography is included.

Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading: July 1, 1965 to June 30, 1966," Journal of Educational Research, 60 (March 1967) 290-320.

One hundred forty-three studies pertaining to reading are summarized and reviewed under four major divisions -- sociology of reading, psychology of reading, physiology of reading, and teaching of reading. A bibliography is included for each major division.

Huus, Helen. "Interpreting Research in Children's Literature," Children, Books and Reading, 123-45. Perspectives in Reading No. 3 (Newark, Delaware: International Reading Association, 1964.)

Research studies in the field of children's literature are interpreted. Studies are organized within five categories relating to: (1) reading preferences, (2) poetry, (3) mass media, (4) reading materials, and (5) the effects of reading. Conclusions of various interest studies are summarized, and the importance of parents and teachers in affecting reading preferences is noted. Studies dealing with children's preferences in poetry, methods of teaching poetry, and the ability of children to judge poetry are listed. Studies dealing with the influence of magazines, newspapers, comics, and television on the preferences and patterns of children's reading are summarized. An analysis of children's preferences in illustrations and of the content and quality of the reading materials is given. A short discussion of work done on the effects of reading and especially on bibliotherapy is included. A 104-item bibliography is appended.

Karlin, Robert. "Research in Reading," Elementary English, 37 (March 1960) 177-83.

Research studies in elementary, secondary, and adult reading from 1931 to 1957 are surveyed. The studies are discussed briefly under the following categories: reading readiness, phonics, reading interests, influence of comics and television, reading in the content fields, individualized reading, and reading machines. It was concluded from the various investigations that gains in reading rate could be achieved through programs which included mechanical instruments. However, it was noted that instruction which did not favor machines could not only bring about these same gains but also could produce superior results. Dependence on expensive equipment to achieve suitable outcomes in reading rate was not recommended. A bibliography is included.

Kerfoot, James F. "Reading in the Elementary School," Review of Educational Research, 37 (April 1967) 120-33.

Significant research on reading in the elementary school which appeared in the literature from July 1963 to June 1966 is reviewed under the following headings: bibliographies and reviews, methods, U.S. Office of Education first grade studies, early reading and

readiness, factors in success and failure, inservice programs and evaluation, and interests and tastes. A bibliography is included.

McCullough, Constance M. "What Does Research Reveal About Practices in Teaching Reading?" English Journal, 46 (November 1957) 475-90.

Certain practices in teaching reading supported by research are summarized. The following areas of reading instruction are covered in the articles reviewed: developing vocabulary, developing comprehension, developing speed of reading, developing tastes and appreciation, grouping for instruction, and evaluating growth in reading skills. A 119-item bibliography is included.

Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading, July 1, 1966 to June 30, 1967," Reading Research Quarterly, 3 (Winter 1968) 151-301.

Three hundred and ten reports of research dealing with reading which were published from July 1, 1966 to June 30, 1967 are summarized. The studies are grouped into six major categories: (1) specific topics, such as beginning reading, grouping, and reading disability; (2) practices and preparation of teachers; (3) the sociology of reading, including such topics as investigations of mass media, readership, and the effect of reading; (4) the physiology and psychology of reading, including studies in such areas as perception, language, and factors related to reading disability as well as a new area of investigations concerned with home and family relationships; (5) the teaching of reading, and (6) the reading of atypical learners. Studies of instructional techniques and materials have been greatly expanded by the U.S. Office of Education First-Grade Reading Studies and the second grade extension of some of them. An annotated bibliography of 310 titles is included.

Shane, Harold G. "The First R," Research Helps in Teaching the Language Arts, Chapter 2, 4-33. (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1955.)

Reading research dealing with those areas most frequently of concern to teachers is surveyed. A discussion and a summary for each of the following topics are included: (1) reading readiness, (2) the sequence of reading experiences, (3) word attack skills, speed, and comprehension, (4) the reading program and individual differences, (5) reading and children's interests, (6) the effectiveness of commercial materials, (7) causes of reading disability, (8) evaluating pupils' progress in reading, and (9) the role of oral reading. A 191-item bibliography is provided.

Sheldon, William D. "Reading: Instruction," Language Arts and Fine Arts. Review of Educational Research, 25, No.2, 92-106. (Washington, D.C.: American Educational Research Association, April 1955.)

This review of the literature concerning reading instruction is organized according to the following subjects -- reading readiness, elementary-school teaching, secondary-school teaching, word analysis and word recognition, improvement of reading, remedial instruction, interest factors, physical factors, home factors, and readability. A discussion of needed research and a bibliography of the 135 sources reviewed are included.

Smith, Nila Banton. "What Have We Accomplished in Reading? -- A Review of the Past Fifty Years," Elementary English, 38 (March 1961) 141-50.

A chronological survey of accomplishments in the field of reading during the 50-year period from 1910 to 1960 is presented. Research highlights and important innovations for each of the five decades are discussed. A bibliography is included.

Townsend, Agatha. "Another Look at Reading Interests," The Reading Teacher, 33 (April 1960) 297-98, 301-02.

Research pertaining to reading interests is reported. Gray, in the 1960 edition of the Encyclopedia of Educational Research, estimated that 300 studies had been reported. Changing concepts, interest, reading levels in trade books, and suggestions for further research are discussed. References are included.

Townsend, Agatha. "What Research Says to the Reading Teacher: Standards and Preferences in Reading," The Reading Teacher, 18 (January 1965) 301-04.

Research concerning the factors which influence reading interests and preferences is reviewed. References from 1961 to 1964 are included in the 15-item bibliography.

Traxler, Arthur E. and Townsend, Agatha, with the assistance of Ann Jungeblut and the Educational Records Bureau Staff. Eight More Years of Research in Reading: Summary and Bibliography. Educational Records Bulletin No. 64. (New York: Educational Records Bureau, 1955) 284 p.

A summary of research in reading from 1945 to 1953 is reported. Recent textbooks and monographs in the field of reading and journal articles

devoted to a general discussion of reading problems are included. Summary statements are grouped under general headings: reading readiness and beginning reading; reading interests; reading and other school subjects; vocabulary and content of elementary school readers; vocabulary lists and vocabulary building; phonics; reading tests and testing procedures; speed of reading; eye movements and reading ability; visual, auditory, and speech defects; dominance, handedness, eyedness, and reversals; reading achievement and other factors; reading and personal and social adjustment; activity programs and reading achievement; reading hygiene; diagnosis of reading difficulties; remedial and corrective teaching of reading; developmental reading; reading difficulty and readability formulas; and other aspects of reading. A coordinated report on the more significant findings and on general trends in the research is provided. The 760 annotated references are grouped under the same headings as the summary comments. A subject and author index are included.

Weintraub, Samuel. "What Research Says to the Reading Teacher: Illustrations for Beginning Reading," The Reading Teacher, 20 (October 1966) 61-67.

Some research on the effects of illustrations on three aspects of reading achievement is reviewed. The three studies reported which deal with the effect of illustrations on comprehension are inconclusive -- one was favorable, one found no difference, and one was unfavorable to the inclusion of illustrations. One study is reported which supports the view that pictures are an aid in teaching sight words. Ten studies are reported which examine effects of illustrations on children's interest. Fourteen references are included.

Witty, Paul. "Studies of Children's Interest -- A Brief Summary," Elementary English, Part I, 37 (November 1960) 469-75; Part II, 37 (December 1960) 540-45, 572; Part III, 38 (January 1961) 33-36.

Studies of children's interest are summarized. A series of questionnaires to be employed in studying interests were devised. Items were assembled from diverse sources and listed in four questionnaires which deal with the following areas: (1) play and recreational activities; (2) TV, radio, and movie preferences; (3) reading pursuits; and (4) vocational and educational interests. Studies are arranged and summarized under these four topical areas. Educational implications and recommendations are offered. Footnotes and a bibliography are included.

Zimet, Sara F. "Children's Interest and Story Preferences: A Critical Review of the Literature," Elementary School Journal, 67 (December 1966) 122-30.

Children's books play a vital role in communicating the attitudes and cultural values of the society to the young. Interest in books develops at an early age, and the importance of interesting reading material cannot be overestimated. However, little research regarding the reading interests of the very young has been done, and experiments have not been sufficiently thorough. Byers collected verbatim tapes of 1,860 first graders talking during their free discussion period and classified the topics discussed according to their frequency of occurrence. He found nature and science were first choices. Smith kept the records of the free choice library selections of first graders and found humor and fantasy (not even listed by Byers) were first choices. There is, then, considerable uncertainty about the real interests of children. A highly significant factor in reading interest is in boy-girl preferences which are reinforced culturally as well as biologically. Book illustration is another important factor. Bloomer found that line drawings with negative tension themes stimulate interest and produce thought about a subject. Colored illustrations best stimulate fantasy. Another important factor is that as the child matures, his rate of change of interest gradually diminishes. Project Literacy is a step toward the cooperative research effort with other behavioral sciences that now seems clearly necessary. A bibliography is included.

Part II -- Relevant Documents Published Prior to 1950

Abbott, Allan and Trabue, M. R. "A Measure of Ability to Judge Poetry," Teachers College Record, 22 (March 1921) 101-26.

Describes the procedure in preparing an objective test of independent critical judgment with regard to poetry.

Abbott, Jessie and Williams, Bernice. "A Study of Children's Interest in Magazines," Childhood Education, 9 (May 1933) 424-26.

Reports the magazine preferences of 500 children in grades 4 to 7, inclusive, of the Richmond, Virginia, Normal School.

Anderson, Margaret and Kelley, Mae. "An Inquiry into Traits Associated with Reading Disability," Smith College Studies in Social Work, 2 (September 1931) 46-63.

Analyzes the records of 100 reading disability cases examined by Dr. Marion Monroe to determine various traits related to reading disability.

Anonymous. "What Do Boys Read?" London Times Educational Supplement (February 1929).

Reports the results of a study of the free reading of 200 boys in a provincial grammar school in England and the influence of that reading on the boys.

Arbuthnot, May Hill. "Children and the Comics," Elementary English, 24 (March 1947) 171-83.

Presents statistics on prevalence of comics and their readers and critically evaluates the trend shown.

Atherton, Lewis. "Literary Selections Most Frequently Memorized in the Elementary School," Elementary School Teacher, 14 (January 1914) 208-20.

Reports the grades in which literary selections are memorized most frequently as indicated in 125 courses of study.

Bamberger, Florence E. and Broening, Angela M. A Guide to Children's Literature. (Baltimore: Johns Hopkins Press, 1931) 114 p.

Defines the nature of appreciation and of literature, summarizes studies relating to children's interests in literature, and discusses the methods of teaching literature and sources of material.

Bamberger, Florence Eilan. The Effect of the Physical Make-Up of a Book upon Children's Selection. Johns Hopkins University Studies in Education, No. 4. (Baltimore, Maryland: Johns Hopkins Press, 1922) 162 p.

Reports a series of experiments made to determine whether the external characteristics of a book influence the child's desire to read it.

Bamesberger, Velda C. Standard Requirements for Memorizing Literary Material. University of Illinois Bulletin, 17, No. 26. (Urbana, Illinois: University of Illinois, 1920) 94 p.

Reports amount and character of memory work in English literature required in the elementary school grades.

Bannerman, Jessie Shepherd. A Survey of Newspapers in Connection with the Reading Interests of Adolescents. (Unpublished Master's Thesis, Department of Education, University of Chicago, 1927) 86 p.

Presents the results of a study of the interests of 3,029 pupils in grades 6-12, inclusive, with respect to newspapers, magazines, and books and of the effect of various newspaper topics on readers.

Beggs, Berenice. "Does Environment Determine a Child's Reading?" School and Community, 14 (January 1928) 16-18.

Summarizes the results of a study of children from 866 homes to determine the influence of books in the home and the amount of education and the occupation of the parents on the number of books read.

Beinhart, Frieda. "My Leisure Time," Training School Bulletin, 10, 161-66.

Reports the stories and poems preferred by 43 mentally retarded children.

Bell, Bernice W. A Scientific Study of the Voluntary Reading of Fifth Grade Children, White and Colored in the Public Schools of Louisville, Kentucky. (Louisville, Kentucky: Bureau of Research, Louisville Public Schools, 1933.)

Reports the results of a study of the extent of voluntary reading and of the reading interests of fifth-grade children, both white and colored, classified on various bases.

Belser, Danylu. "The Reading Interests of Boys," Elementary English Review, 3 (November 1926) 292-96.

Summarizes previous studies and presents the results of conferences with librarians, of questionnaire studies, and of a survey of reading interests of German, French, and Italian children.

Beverley, Clara. "Poetry Appreciation," Detroit Journal of Education (October 1922) 67-72.

Describes two forms of a test in poetry appreciation given in grades 5 to 8, inclusive, and presents results.

Boney, C. DeWitt. A Study of Library Reading in the Primary Grades. Teachers College Contributions to Education, No. 578. (New York: Teachers College, Columbia University, 1933) 70 p.

Presents the results of a study of the aims and techniques of library reading, as determined through an analysis of professional writings, courses of study, and the questionnaire responses of classroom teachers.

Boyton, Paul L. "The Relationship Between Children's Tested Intelligence and Their Hobby Participations," Journal of Genetic Psychology, 58 (June 1941) 353-62.

Presents conclusions based on data from 4,779 sixth-grade children in 258 schools located in 31 states.

Broening, Angela M. "Factors Influencing Pupils' Reading of Library Books," Elementary English Review, 11 (June 1934) 155-58, 161.

Reports the results of a survey to determine factors which make a book satisfying to a pupil of known age and level of school success, the means available to secure adequate use of the book collection, and the consistency of child and adult reactions to books.

Broening, Angela Marie. Developing Appreciation Through Teaching Literature. Johns Hopkins University Studies in Education, No. 13. (Baltimore, Maryland: Johns Hopkins Press, 1929) 118 p.

Presents the results of an elaborate experiment in the fourth, fifth, and sixth grades to determine the possibility of developing literary appreciation through appropriate methods of teaching.

Bruner, Herbert B. "Determining Basic Reading Materials Through a Study of Children's Interests and Adult Judgments," Teachers College Record, 30 (January 1929) 285-309.

Presents the results of classroom experiments involving fourth-, fifth-, and sixth-grade pupils to determine their preferences among 36 literary and 24 informational selections.

Burks, Barbara Stoddard; Jensen, Dortha Williams; and Terman, Lewis M. "The Promise of Youth," Genetic Studies of Genius Vol. III, 114-23. (Stanford University, California: Stanford University Press, 1930.)

Summarizes answers to questions relating to reading interests supplied by superior individuals from 8 to 20 years of age.

Burton, D. L. "Research in the Teaching of Literature: Language Arts and the Fine Arts," Review of Educational Research, 19 (April 1949) 125-34.

Reviews 54 scientific studies and reports published during "the past three years" under the following headings: teaching techniques, evaluations, literature for social and personal adjustment, and reading interests and preferences.

Campbell, Clara Evelyn. "A Research Problem in Children's Reading," Elementary English Review, 6 (January 1929) 1-2, 27-28.

Presents the results of a tabular study of the public-library reading of 753 juvenile readers.

Celestine, Sister M. A Survey of the Literature on the Reading Interests of Children of the Elementary Grades. Catholic University of American Educational Research Bulletins, 5, Nos. 2 and 3. (Washington: Catholic Education Press, 1930) 114 p.

Presents a detailed summary of 40 studies relating to the reading interests of elementary school children.

Coast, Alice B. "Children's Choices in Poetry as Affected by Teachers' Choices," Elementary English Review, 5 (May 1928) 145-47, 159.

Summarizes the choices in poetry of pupils in grades 1-4, inclusive, in the elementary school at the University of Iowa and compares them with the teachers' preferences.

Coffin, Thomas E. "Television's Effects on Leisure-Time Activities," Journal of Applied Psychology, 32 (October 1948) 550-58.

Compares 137 families having television sets with the same number having no such sets to determine differences, if any, in nature and amount of leisure-time activities, including reading, engaged in both in and out of the home during a week.

Columba, Sister M. A Study of Interests and Their Relations to Other Factors of Achievement in the Elementary School Subjects. Catholic University of America Educational Research Bulletins, 1, No. 7. (Washington: Catholic Education Press, 1926) 36 p.

Reports the findings of a study to determine children's preferences for different school subjects, the reasons for these preferences, their permanency, and their relation to achievement.

Coxe, Warren W. "Scientific Literature on the Reading Interests of School Children," Library Journal, 57 (January 1, 1932) 9-15.

Summarizes in nontechnical terms the results of various studies relating to the reading interests of children.

Coy, Genevieve L. "The Daily Programs of Thirty Gifted Children," Pedagogical Seminary and Journal of Genetic Psychology, 37 (March 1930) 123-38.

Presents a summary of the activities recorded by 30 children with intelligence quotients ranging from 133 to 190.

Curley, Alice Minor. An Analysis of the Methods Used in Investigating Children's Interests and a Summary of the Findings. (Unpublished Master's Thesis, Yale University, 1928) 244 p.

Presents the results of an analysis of 25 studies of the reading interests of children.

Curtis, Francis Day. Some Values Derived from Extensive Reading of General Science. Teachers College Contributions to Education, No. 163. (New York: Teachers College, Columbia University, 1924) 142 p.

Describes a series of experiments to determine the effect of extensive reading of general science on range of information, scientific attitude, and reading interests of pupils.

Cutright, Prudence and Brueckner, L. J. "A Measurement of the Effect of the Teaching of Recreational Reading," Elementary School Journal, 29 (October 1928) 132-37.

Summarizes data for 402 classes in grades 3-6, inclusive, relative to the number of pupils having library cards and the activities carried on to create interest in recreational reading.

Cuzner, Fay. "Newspaper Reading Habits," Elementary English Review, 7 (February 1930) 35-36, 45.

Reports the nature of the newspaper reading done by upper-grade pupils in an elementary school during a period of 40 days.

Dahlberg, Louise. "An Investigation into the Reading Practices of a 7B Group of Girls in a New York City Elementary School," Journal of Educational Sociology, 3 (March 1930) 402-15.

Reports the results of a study of the reading practices of 40 seventh-grade girls and some of the factors influencing those practices.

Dale, Edgar. "Books Which Children Like to See Pictured," Educational Research Bulletin (Ohio State University), 10 (November 11, 1931) 423-29.

Lists the books which children in grade 4, or above, would like to see pictured and compares them with approved books.

Danielson, Cora Lee. "Magazine Reading of Children of Superior Mental Ability," Educational Research Bulletin (Los Angeles City Schools), 6 (December 1926) 7-9.

Presents list of magazines subscribed for in the homes of 102 children of superior mental ability.

Davis, Georgia. "Encouraging the Leisure-Time Reading of Elementary-School Pupils," Elementary School Journal, 29 (April 1929) 586-89.

Summarizes the results of a study in grades 3-6, inclusive, to determine the effect of encouraging leisure-time reading on the home-reading activities of pupils.

Davis, Louise Farwell. "Case Histories of Children Presenting Visual Difficulties of a Functional Nature," Peabody Journal of Education, 17 (November 1939) 128-37.

Presents pertinent facts concerning intelligence, personality traits, academic achievements, general health, interests, and visual anomalies of eight pupils.

Dowell, Pattie S. and Garrison, K. C. "A Study of Reading Interests of Third Grade Subjects," Peabody Journal of Education, 8 (January 1931) 202-06.

Presents the results of a study to determine the selections most preferred in 23 readers and compares the preferences of children making the most and the least progress in reading.

Dunn, Fannie W. Interest Factors in Primary Reading Material. Teachers College Contributions to Education, No. 113. (New York: Teachers College, Columbia University, 1921) 70 p.

Summarizes investigations of children's interests in reading and reports the results of an experiment to determine interest factors in primary reading.

East Ham Central Junior Library. "Children's Reading in England," Wilson Bulletin for Librarians, 8 (September 1933) 52 p.

Reports the results of an analysis of the reading interests of about 1,800 boys and girls with an average age of 11 years, attending the East Ham Central Junior Library.

Eckert, Mollie Horton. "Children's Choices of Poems," Elementary English Review, 5 (June 1928) 182-85, 192.

Reports the results of a study to determine the extent to which children in grades 1, 2, and 3 enjoy poems.

Engledow, J. H. and Farr, William C. The Reading and Other Interests of School Children in St. Pancras. Passmore Edwards Research Series, No. 2. (London: Mary Ward Settlement, 36 Tavistock Place) 24 p.

Summarizes the results of a study including 1,871 boys and girls ranging in age from 11 to 15 years inclusive, and relating to such problems as the number of books in the home, books of verse available, kinds of books borrowed, papers and magazines bought, etc.

Erickson, Marion Ihrig. "Developing Reading Tastes in Magazine Literature," Elementary English Review, 16 (January 1939) 10-14.

Presents the outcomes of an experiment designed to improve the reading tastes and habits of 35 sixth-grade children.

Foster, Jeannette Howard. "An Approach to Fiction Through the Characteristics of Its Readers," Library Quarterly, 6 (April 1936) 124-74.

Presents the results of an analysis of the characteristics of the readers of 254 authors to discover constant relations between the known characteristics of readers and those of authors they read, especially the generally recognized quality and subject-types of the latter.

Fox, Maude Greene. "An Experiment in Promoting Interest in Reading," The Elementary School Journal, 47 (April 1947) 451-60.

Presents evidence of the effect on number and range of reading interests of efforts to overcome deficiencies in reading and to awaken interest in reading among fourth- and fifth-grade pupils.

Freeman, G. LaVerne and Freeman, Ruth Sunderlin. The Child and His Picture Book. (Chicago: Northwestern University Press, 1933) 102 p.

Summarizes the function and history of picture books, surveys existing picture books, and presents the results of studies concerning the kind of illustrating preferred by nursery children, the picture subjects enjoyed most, the size of the book, and arrangement of material.

Friedman, Kopple C. and Nemzek, Claude L. "A Survey of Reading Interest Studies," Education, 57 (September 1936) 51-56.

Presents an annotated bibliography of 38 studies of reading interests and summarizes significant findings.

Gann, Edith. Reading Difficulty and Personality Organization. (New York: King's Crown Press, 1945) 150 p.

Compares the results of personality and interest tests given to experimental groups of retarded readers and control groups of average and superior readers to test the validity of the hypothesis that reading disabilities are a part of total personality of the reader.

Garnett, Wilma Leslie. "A Study of Children's Choices in Prose," Elementary English Review, 1 (June 1924) 133-37.

Describes the methods and results of a study among fourth-grade pupils to determine the prose selections preferred.

Garrison, K.C. and Thomas, Mabel. "A Study of Some Literature Appreciation Abilities as They Relate to Certain Vocabulary Abilities," Journal of Educational Research, 22 (December 1930) 396-99.

Presents the results of a study among 62 sixth-grade pupils to determine the relation between vocabulary abilities and literary appreciation (discovery of theme, reader participation, and sensory imagery).

Gary, Rex. "Survey of Leisure Time Reading of School Children," Iowa Library Quarterly, 10 (January, February, March 1928) 199-201.

Reports the results of a questionnaire study among 2,500 school children in grades 5-12, inclusive.

Gates, Arthur I. Interest and Ability in Reading. (New York: Macmillan Company, 1930) 264 p.

Summarizes experimental studies of factors which influence interest and ability in reading and discusses principles and illustrations of methods based on findings.

Gates, Arthur I.; Peardon, Celeste Comegys; and Sartorius, Ina Craig. "Studies of Children's Interests in Reading," Elementary School Journal, 31 (May 1931) 656-70.

Reports the chief findings and conclusions of 16 related studies concerning types of materials in which children of the primary grades are most interested.

Gillett, Norma. "Interesting Children in Poetry," Elementary English Review, 16 (January 1939) 15-16.

Presents the results of an attempt to develop knowledge of and liking for poetry among 33 5A and 6B pupils.

Glover, Mrs. Percy Frederic. "Effective Use of the Library," Elementary School Libraries. Yearbook of the Department of Elementary School Principals, Bulletin of the Department of Elementary School Principals, 12, No.5 399-404. (Washington: Department of Elementary School Principals of the National Education Association, 1933.)

Reports the results of a controlled experiment including 265 fifth- and sixth-grade pupils to determine the relative effect on achievement in reading of continued class instruction in reading and of independent reading along lines of individual interest.

Gould, Clifford M. "The Classroom Library in a Reading Program," Bulletin of the Department of Elementary School Principals, 11 (January 1932) 109-14.

Presents data showing the relation of achievement in reading to the number of books read among 594 pupils in grades 2-6 inclusive.

Grammar Grade Teachers' Association of the North Carolina Education Association (Mary Fitzgerald, Chairman) (Presented by Grace Brunson). "Recreational Reading in the Grammar Grades," North Carolina Teacher, 6 (September 1929) 12-13, 27-29.

Summarizes reports from 88 schools and school systems with regard to the provision made in North Carolina for recreational reading in the grammar grades.

Grant, Emma B. and White, Margaret L. "Reading Interests Compared With the Content of School Readers--A Study of Reading in the Primary Grades," Teachers College Record, 26 (February 1925) 480-97.

Presents the results of an analytical study of the types of selections found in 15 school readers in general use today.

Grant, Emma B. and White, Margaret L. "A Study of Children's Choices of Reading Materials," Teachers College Record, 26 (April 1925) 671-78.

Compares the types of selections in 15 school readers with the types preferred by 600 children in the primary grades in different sections of the country.

Graves, C. Edward. "Measuring Personal Enjoyment and Literary Merit in Books--A Preliminary Report," Libraries, 32 (April 1927) 166-69.

Reports the results of a preliminary effort to determine the relation between literary merit in books and personal enjoyment of them.

Green, Jenny Lind. Reading for Fun. (Boston: Richard G. Badger, 1925) 206 p.

Reports conclusions based on studies carried on among several thousand children to determine what they liked to read and should read; presents classified lists of books.

Green, Jenny Lind. "When Children Read for Fun," School and Society, 26 (November 1922) 614-16.

Shows correlation between reading scores and the amount and quality of supplementary reading in the sixth and seventh grades.

Guilfoile, Elizabeth. "Using the Public Library in the Teaching of Reading," Elementary School Journal, 22 (October 1921) 126-31.

Describes the difficulties in reading encountered by a fourth-grade class and the methods employed in overcoming these difficulties.

Gumlick, Helen R. and Allphin, Helen. "Improving Ability to Interpret Stories," Denver Public Schools Bulletin, 4 (January 1931) 2-4.

Describes the methods used and the results secured in efforts to improve the interpretation of stories among third- and fourth-grade pupils.

Gunzburg, Herbert C. "The Subnormal Boy and His Reading Interests," The Library Quarterly, 18 (October 1948) 264-74.

Presents a descriptive analysis of answers of approximately 30 subnormal boys to a standard set of questions presented during the course of two terms of private reading.

Heisler, Florence. "A Comparison of Comic Book and Non-comic Book Readers of the Elementary School," Journal of Educational Research, 40 (February 1947) 458-64.

Compares the readers and nonreaders of comic books among 600 pupils in grades 2 to 9, inclusive, in respect to chronological age, mental age, educational achievement, socioeconomic status, social adjustment, and personal adjustment.

Heisler, Florence. "A Comparison Between Those Elementary School Children Who Attend Motion Pictures, Read Comic Books and Listen to Serial Radio Programs to an Excess With Those Who Indulge in These Activities Seldom or Not At All," Journal of Educational Research, 42 (November 1948) 182-90.

Presents conclusions based on data from 600 pupils in grades 2 to 6 inclusive, and in the junior high school, including such factors as chronological age, mental age, educational achievement, and personal and social adjustment.

Heisler, Florence. "A Comparison of the Movie and Non-Movie Goers of the Elementary School," Journal of Educational Research, 41 (March 1948) 541-46.

Compares children who attend movies to an excess with those who attend little if at all in respect to intelligence, educational achievement including reading, socioeconomic status of the family, social adjustment, and personal adjustment.

Hill, George E. "Relation of Children's Interests in Comic Strips to the Vocabulary of These Comics," Journal of Educational Psychology, 34 (January 1943) 48-54.

Compares the interests of fourth, fifth, and sixth graders in 16 comic strips with the character of the vocabulary included.

Hill, George E. and Trent, M. Estelle. "Children's Interest in Comic Strips," Journal of Educational Research, 34 (September 1940) 30-36.

Summarizes the responses of 256 pupils in grades 4 to 6 inclusive on a checklist of comic strips and to a 30-item multiple choice test relating to popular comic strips.

Hockett, John A. "Reading Interests of Z-Section Pupils," Elementary School Journal, 36 (September 1935) 26-34.

Presents findings relative to the difficulty and interest appeal of 64 books from a list of more than a thousand reported by intermediate-grade pupils in Z-section classes.

Hockett, John A. "Variations in Reading Interests in Different Schools and Grades," Children's Interests. Yearbook of the California Elementary School Principals' Association, 12 (1940) 95-100.

Compares the preferences of pupils in three schools for topics in a carefully prepared list and presents data relative to the validity and reliability of this method of studying reading interests.

Hockett, John A. and Forry, Kenneth M. "Interests in Reading Expressed by Pupils in Grades Three to Seven," Children's Interests. Yearbook of the California Elementary School Principals' Association, 12 (1940) 89-95.

Summarizes the reactions of 811 pupils in grades 3 to 7 to a list of suggested topics compiled from a list of basic and supplementary readers.

Holmes, Alfred. Voluntary Reading of Toronto Public School Pupils: A Quantitative and Qualitative Study. (Toronto, Ontario: University of Toronto, 1932) 24 p.

Summarizes records relating to the number and quality of books voluntarily read by pupils in grades 5 to 8 in four Toronto public schools.

Huber, Miriam Blanton. "Children's Interests in Poetry," Teachers College Record, 38 (October 1926) 93-104.

Reports the best-liked poems for children as determined by the composite judgment of 50,000 children in grades 1-9.

Huber, Miriam Blanton. "Children's Poetry," Elementary English Review, 3 (October, November 1926) 258-61, 287-89, 299.

Reviews the procedure in a study to determine poems appropriate for children in grades 1-9; presents short lists of poems of high-interest value.

Huber, Miriam Blanton. The Influence of Intelligence upon Children's Reading Interests. Teachers College Contributions to Education, No. 312. (New York: Teachers College, Columbia University, 1928) 40 p.

Reports a study involving 15 elementary school classes to determine differences in the reading interests of pupils classified into three groups on the basis of their intelligence quotients.

Huber, Miriam Blanton; Bruner, Herbert B.; and Curry, Charles Madison. Children's Interests in Poetry. (Chicago: Rand McNally and Co., 1927) 234 p.

Describes the methods used in an experiment to determine the preferences for poems of pupils in grades 1-9 and summarizes findings.

Huber, Miriam Blanton and Chappelear, Claude S. "Children's Magazine Reading," Journal of Educational Method, 6 (December 1926) 145-49.

Reports the magazines read by children of several different schools classified as to sex, nationality, and intelligence.

Humphreys, Phila. "The Reading Interests and Habits of Six Hundred Children in the Intermediate Grades," Language Arts in the Elementary School. Yearbook of the Department of Elementary School Principals, 20 (1941) 421-28.

Summarizes evidence relative to the improvement of leisure reading among intermediate grade pupils as a result of the gradual increase in the variety of recreational reading materials.

Ide, Alice M. and Oberg, Walda. "The Content of Present Day School Readers as Compared with Children's Interests and Reading Objectives," Elementary English Review, 8 (March 1931) 64-68.

Compares the results of an analysis of the content of 15 second-grade readers with the results of previous analyses and concludes that notable progress has been made.

Irving, Arthur P. "Home Reading of School Children," Pedagogical Seminary, 7 (April 1900) 138-40.

Summarizes replies from about 600 children showing amount of home reading done by pupils in grades 4 to 9, inclusive.

Jenkinson, A. J. What Do Boys and Girls Read? Contributions to Modern Education. (London: Methuen and Co., Ltd., 1946) 286 p.

Summarizes questionnaire returns from more than 300 boys and girls, aged 12 to 16, concerning their out-of-school reading (also private reading in school)--books, magazines, plays, poems--and cinema attendance.

Johnson, B. Lamar. "Children's Reading Interests as Related to Sex and Grade in School," School Review, 40 (April 1932) 257-72.

Summarizes the results of a survey of the reading interests of 1,856 boys and girls in grades 5 to 9 in Duluth and compares findings with a previous survey of adult reading interests.

Jordan, A. M. "Children's Interests in Books and Magazines," Pedagogical Seminary, 32 (September 1925) 455-69.

Reports the results of a study of withdrawals for 3 months from eight children's libraries and of questionnaire replies from 3,598 children in four cities and towns.

Jordan, A. M. Children's Interests in Reading. (Chapel Hill, North Carolina: University of North Carolina Press, 1926) 104 p.

Summarizes earlier investigations of children's interests in reading and presents data supplementing the results of studies made in 1917-18 concerning books and magazines liked best.

Jordan, A. M. "Children's Interests in Reading," The High School Journal, 25 (November-December 1942) 323-30.

Summarizes the findings of 15 articles published from 1935 through 1939.

Jordan, Arthur M. Children's Interests in Reading. Teachers College Contributions to Education, No. 107. (New York: Teachers College, Columbia University, 1921) 144 p.

Reviews studies of children's interests in reading and reports the results of two investigations.

Kealy, Sister Mary Eugenia. An Empirical Study of Children's Interests in Spiritual Reading. Catholic University of America Educational Research Bulletins, 5, No. 4. (Washington: Catholic Education Press, 1930) 70 p.

Presents the results of a study involving the selection of spiritual reading books for pupils in grades 3-8 and the determination of the desirable and undesirable qualities of the books.

King, Cora E. "Favorite Poems for Children of Elementary Age," Teachers College Record, 23 (May 1922) 255-73.

Reports lists of poems preferred by 4,800 children in grades 1 to 8, inclusive.

Kramer, Sister M. "The Reading Preferences of Elementary and High School Pupils," Catholic Educational Review, 27 (May 1939) 310-25.

Summarizes studies of reading interests at elementary and secondary levels and points out contributions relating to methods of developing ability to choose and use books.

Krieg, Laurel. "Community Studies in Reading: IV. A Middle-Western Manufacturing Community," Library Quarterly, 9 (January 1939) 72-86.

Reports results of a community survey of library circulation, involving comparisons of 2,477 readers classified on basis of sex, age, grade level, or occupation.

Kyte, George C. "Children's Reactions to Fifty Selected Poems," Elementary School Journal, 47 (February 1947) 331-39.

Presents an analysis of the expressed preferences, and reasons for their evaluations, of 726 pupils from grade 3 through 8 for 50 poems selected from the 100 highest ranking poems from the standpoint of literary merit and probable appeal to children.

Lancaster, Thomas J. A Study of the Voluntary Reading of Children in Grades Four to Eight. (Unpublished Master's Thesis, Department of Education, University of Chicago, 1927) 59 p. See also "A Study of the Voluntary Reading of Pupils in Grades IV-VIII," Elementary School Journal, 28 (March 1928) 525-37.

Summarizes reports from 1,323 pupils in grades 4-8, inclusive, in six different school systems concerning books read voluntarily.

Lapoe, James L. "An Educational Objective," Educational Research Bulletin (Ohio State University), 6 (May 1927) 232-37.

Summarizes the results of several investigations relating to the reading interests of children and young people.

Lazar, May. Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children. Teachers College Contributions to Education, No. 707 (New York: Teachers College, Columbia University, 1937) 128 p.

Summarizes and interprets data from pupils who had been in school 7, 8, 9, or 10 terms and distributed in grades from 2A to 7B, inclusive.

Leary, Bernice E. "What Does Research Say About Reading?" Journal of Educational Research, 39 (February 1946) 434-44.

Summarizes in popular vein the results of research concerning the status of reading in contemporary life and the development of reading interests and habits in school.

Lehman, Harvey C. "Reading Books 'Just for Fun,'" School Review, 34 (May 1926) 357-64.

Presents the results of a study to determine the amount of independent reading done by members of elementary, high school, and college classes.

Lehman, Harvey C. and Witty, Paul A. "The Compensatory Function of the Sunday 'Funny' Paper," Journal of Applied Psychology, 11 (June 1927) 202-11.

Summarizes the statements made by more than 11,000 city and rural children concerning the reading of the Sunday funny paper.

Lehman, Harvey C. and Witty, Paul A. "Newspaper Vs. Teacher," Educational Review, 73 (February 1927) 97-101.

Discusses the play activities engaged in voluntarily by 5,000 children between 8 and 22 years of age.

Lehman, Harvey C. and Witty, Paul A. "Sex Differences in Reference to Reading Books, Just for Fun," Education, 48 (June 1928) 602-17.

Summarizes data secured from more than 11,000 children to determine the influence of sex on the number and kinds of books read just for fun.

Lewerenz, Alfred S. "Children and the Public Library," Library Quarterly, 1 (April 1931) 152-74.

Summarizes the results of an extensive study of the characteristics of 1,162 children withdrawing books from 50 branch libraries in Los Angeles on a given date.

Lewerenz, Alfred S. "An Experiment in Evaluating Books Read and Enjoyed by School Children," Los Angeles Educational Research Bulletin, 9 (September 1929) 10-14.

Summarizes the results of efforts to evaluate 36 books read most frequently by middle- and upper-grade pupils.

Lewis, W. Drayton and McGehee, William. "A Comparison of the Interests of Mentally Superior and Retarded Children," School and Society, 52 (December 1940) 597-600.

Compares the percentages of mentally superior and mentally retarded pupils, in grades 4 to 8 in 310 communities in 36 states, designated as (a) interested in various hobbies and (b) participating in various extra-curricular activities.

Lipscomb, Lena E. "A Study of the Reading of a Sixth Grade," Elementary English Review, 8 (March 1931) 60-63.

Reports the results of a study to determine the relations of reading ability, chronological age, and intelligence quotient to the amount and character of the reading of children.

Llewelyn, E. J. "Reading in the Mt. Vernon (Indiana) City Schools," Elementary School Journal, 17 (October 1916) 123-27.

Describes the effect on interest and the number of books read of emphasizing silent reading in the fourth, fifth, and sixth grades.

Mackintosh, Helen K. "Recent Data on Children's Interests in Poetry," Elementary English Review, 8 (January 1931) 18-20.

Summarizes the reaction of pupils in grades 3 to 6 inclusive to 400 poems which were read to them.

Mackintosh, Helen K. "A Study of Children's Choices in Poetry," Elementary English Review, 1 (May 1924) 85-89.

Describes the methods and reports the results of a study among fifth-grade pupils to determine the poems which they preferred.

MacLatchy, Josephine H. and Beavers, Ethel B. "Reading for Enjoyment in the Sixth Grade," Educational Research Bulletin, 14 (February 1935) 38-44.

Reports for a section of a sixth-grade class that was superior in reading the amount of reading done for enjoyment when opportunity was provided and the effect of such reading on their achievement in oral and silent reading.

Malter, Morton S. "Children's Preferences for Illustrative Materials," Journal of Educational Research, 41 (January 1948) 378-85.

Presents an analysis of the results of eight studies of children's preferences for illustrative materials together with interpretations and implications.

Maple, E. O. "Teaching Reading in Vincennes, Indiana," Elementary School Journal, 18 (October 1917) 138-40.

Describes the effect of extensive reading of content of present value and interest to pupils.

Martin, Helen. Children's Preferences in Book Illustrations. Western Reserve University Bulletin, New Series, 34, No. 10 (Cleveland, Ohio: Western Reserve University, 1931) 58 p.

Presents a historical summary of book illustrations, reviews previous investigations, and reports the results of individual and group studies of preferences of children in grades 1 to 9.

Mellinger, Bonnie E. Children's Interests in Pictures. Teachers College Contributions to Education, No. 516 (New York: Teachers College, Columbia University, 1932) 52 p.

Reports the preferences of 795 children in grades 1, 3, and 5 for realistic and conventionalized representations of various subjects and in different color combinations.

Milam, Carl H. (Chairman). Children's Reading: A Study of Voluntary Reading of Boys and Girls in the United States. Report of the Subcommittee on Reading. Section III, Education and Training, White House Conference on Child Health and Protection (New York: Century Company, 1933) 90 p.

Summarizes current opinion and the results of studies concerning the voluntary reading of children and young people.

Minkler, Frederick. Voluntary Reading Interests in Canadian Elementary Schools. (Toronto, Ontario: The Macmillan Company of Canada, 1946) 106 p.

Bases conclusion on a questionnaire study among 5,000 children in grades 3 to 7 inclusive, and analyzes data to determine sex differences and the influence of age and grade.

Mitchell, Alice Miller. Children and Movies, 89-95. (Chicago: University of Chicago Press, 1929.)

Analyzes the preferences of elementary school and secondary school pupils, of boy scouts, of girl scouts, and of delinquent children for books and motion pictures.

Monroe, Walter S. and Engelhart, Max D. Stimulating Learning Activity. Bureau of Educational Research Bulletin No. 51. University of Illinois Bulletin, 28, No. 1. (Urbana, Illinois: University of Illinois, 1930) 58 p.

Reviews the results of various studies relating to adequate pupil participation in learning activities, including consideration of the types of materials pupils like to read.

Montgomery, Wilda Lea. "An Investigation of the Uses of Recreatory Reading," University of Pittsburgh School of Education Journal, 4 (March-April 1929) 90-91, 103.

Summarizes briefly 410 replies to a questionnaire relative to the uses made of recreatory reading.

National Council of Teachers of English, Committee on Research. "The Contributions of Research to Teaching and Curriculum-Making in English, January, 1933, Through June, 1934: II. Literature and Recreational Reading," English Journal (College Edition), 24 (May 1935) 363-74.

Summarizes the results of studies relating to the objectives of teaching literature, pupil interest in reading, appreciation of literature, and methods of teaching literature.

National Education Association, Research Division. "Research Related to Children's Interests and Preferences in Reading," Elementary School Libraries. Yearbook of the Department of Elementary School Principals, Bulletin of the Department of Elementary School Principals, 12, No. 5, 485-518. (Washington: Department of Elementary School Principals of the National Education Association, 1933.)

Summarizes the purpose, method, and findings of selected studies made since 1920 concerning children's interests and preferences in reading.

Norris, Ruth E. "A Survey of Library Work in a Platoon School," Elementary School Journal, 27 (January 1927) 366-76.

Presents data on seasonal and grade differences in library reading and on amount of home reading done by pupils.

Norris, Ruth Elizabeth. "A Comparative Study in Children's Magazine Interests," Elementary English Review, 5 (October 1928) 241-45, 248.

Summarizes the results of a study of pupils in two schools to determine the character of their magazine reading and the influence of school contacts on their selection of magazines.

Norvell, George W. "Some Results of a Twelve-Year Study of Children's Reading Interests," The English Journal, 35 (December 1946) 531-36.

Describes the general character and scope of a 12-year study of children's reading interests in New York state and presents findings concerning the order of preference of eight literary types.

Osburn, W. J. "A Study of Children's Interests." (Madison, Wisconsin: State Department of Public Instruction, 1926) 23 p.

Summarizes reports from 1,759 elementary school and high school pupils concerning magazines read recently, favorite books, and numerous other items.

O'Shea, Harriet Eastabrooks. A Study of the Effect of the Interest of a Passage on Learning Vocabulary. Teachers College Contributions to Education, No. 351. (New York: Teachers College, Columbia University, 1930) 122 p.

Presents results of a controlled experiment in grades 5-8, inclusive, to determine the effect of interest in material read on increase in vocabulary.

Parkhill, Jean. "Methods Used in Teaching L10 Reading to a Z Section," California Quarterly of Secondary Education, 8 (June 1933) 363-66.

Presents evidence leading to the conclusion that constant daily reading of material appropriate to a child's ability for the purpose of enjoying reading brings a marked and unusual increase in reading ability.

Pierce, Paul R. "Stimulating Recreational Reading: An Elementary School Experiment," Chicago Schools Journal, 12 (December 1929) 129-33.

Reports the results of the establishment of a weekly library period for pupils in grades 4-8, inclusive.

Pollock, C. A. "Children's Interests as a Basis of What to Teach in General Science," Educational Research Bulletin, 3 (January 1924) 3-6.

Presents a list of science topics in which pupils expressed interest and compares the preferences of boys and girls.

Polmantier, Paul C. and Gibson, Leonard J. "Reading Interests of Institutionalized Delinquent Boys," Journal of Exceptional Children, 9 (February 1943) 135-38, 153-54.

Reports the book, magazine, story and magazine-article preferences of 258 delinquent boys ranging in age from 10 to 19 years.

Rasche, William F. "Methods Employed to Stimulate Interests in Reading," School Review, 37 (January, February, March, and April 1929) 29-36, 124-31, 204-14, 293-303.

Summarizes reports from teachers, school librarians, and public librarians relative to methods used to stimulate interests in reading and to elevate tastes in reading.

Rasche, William F. A Report of a Study of the Magazine and Newspaper Reading Interests of Fourth-, Fifth-, and Sixth-Grade Children of the Chicago Metropolitan Area and the City of Rock Island, Illinois. (Unpublished report in the files of William S. Gray, University of Chicago, 1927) 86 p.

Presents an analysis of the answers of pupils in the middle grades to questions relating to magazine and newspaper reading.

Rasche, William Frank. Methods Employed by Teachers and Librarians to Stimulate Interests in Reading. (Unpublished Master's Thesis, Department of Education, University of Chicago, 1927.)

Summarizes descriptions by teachers and librarians of methods used in stimulating reading interests and in elevating reading tastes.

Roeber, Edward C. "A Comparison of Seven Interest Inventories with Respect to Word Usage," Journal of Educational Research, 42 (September 1948) 8-17.

Compares seven interest inventories with respect to the frequency of use of words above the ninth-grade level as classified in the Thorndike-Lorge Word Test.

Rosenbaum, Hortense L. "The Motivation of Library Reading Through Conference Periods," Educational News Bulletin, 9 (February 1939) 71-74.

Compares the number of books read by a control group and by a fourth-grade group which participated 1 day each week in a conference group on library reading.

Scanlan, William J. "One Hundred Most Popular Books of Children's Fiction Selected by Children," Elementary English, 25 (February 1948) 83-97.

Ranks books of children's fiction on the basis of frequency of withdrawal during a 7-month period from a public library in St. Paul.

Schars, Eva. "Children's Attitudes Towards Their School Library," Detroit Educational Bulletin, 11 (December 1927) 3-7.

Summarizes the results of a test given to fifth- and sixth-grade pupils to determine their habits in eight library situations.

Seegers, J. C. "A Study of Children's Reading," Elementary English Review, 13 (November 1936) 251-54.

Reports the results of "an analysis of the undirected, uncontrolled reading of books done outside school hours by 924 pupils of a city school."

Shuttleworth, Frank K. A Critical Study of Two Lists of Best Books for Children. Genetic Psychology Monographs, 11, No. 4. (Worcester, Massachusetts: Clark University, 1932) 247-320.

Compares the Winnetka Graded Book List and a guide to literature for character training with respect to grade placement and the relative worth and interest value of the books included.

Smith, Franklin Orion. "Pupils' Voluntary Reading," Pedagogical Seminary, 14 (June 1907) 208-22.

Summarizes the replies to three questions concerning voluntary reading submitted to 2,199 pupils in grades 6 to 12, inclusive.

Smith, Mrs. Johnnie Rutland. "An Analytical Study of the Factors Involved in Learning to Appreciate Literature," Twentieth Annual Conference on Educational Measurements Held at Indiana University, April 14 and 15, 1933. Bulletin of the School of Education, Indiana University, 10, No. 1. (Bloomington, Indiana: Bureau of Cooperative Research, Indiana University School of Education, 1933) 47-69.

Summarizes the results of an elaborate study to determine the conditions and activities that aid in learning to appreciate literature.

Smith, Lois Z. and Bradbury, Dorothy E. "How Do Young Children Respond to Animal Stories Containing Single Statement, Verbal Repetition, and Ideational Repetition of Contents?" Childhood Education, 7 (September 1930) 18-22.

Presents results showing that children 2, 3, and 4 years of age are more interested in verbal repetition than in either single statement or ideational repetition of content.

Smith, Nila B. "An Investigation in Children's Interests in Different Types of Stories," Detroit Educational Bulletin, 9 (February 1926) 3-4.

Reports the results of a study to determine the preferences of eight classes of first-grade pupils for folk tales, nursery rhymes, fables, and realistic materials relating to industry, nature, health, entertainment, and civics.

Speer, Robert K. Measurement of Appreciation in Poetry, Prose, and Art, and Studies in Appreciation. Teachers College Contributions to Education, No. 362. (New York: Teachers College, Columbia University, 1929) 78 p.

Describes tests to measure the recognition of merit in poetry and in prose and presents the results of their application to sixth-grade pupils.

Starke, A. H. "Children's Reading," Library Quarterly, 1 (April 1931) 175-88.

Presents a survey of the material used in the preparation of the report of the Committee on Reading of the White House Conference on Child Health and Protection.

Stefflre, Buford. "The Reading Difficulty of Interest Inventories," Occupations, 26 (November 1947) 95-96.

Presents data on the reading grade placement of six interest inventories used for counseling, as determined through the use of the Lewerenz formula for vocabulary grade placement.

Stone, Clarence R. "Grading Reading Selections on the Basis of Interest," Educational Method, 10 (January 1931) 225-30.

Discusses critically the assumption that interest appeal is an adequate criterion for grade placement of selections, maintaining that other factors are also important.

Strang, Ruth. "Reading Interests, 1946," The English Journal, 35 (November 1946) 477-82.

Analyzes the responses of pupils in grades 7-12 in 30 schools to questions concerning their reading preferences to try to find out if high school pupils give stereotyped replies.

Terman, Lewis M. and Lima, Margaret. Children's Reading. (New York: D. Appleton and Co., 1926) 364 p.

Discusses reading interests of children and presents lists of books based on an experimental study of children's reading with special reference to individual differences caused by age, sex, intelligence, and special interests.

Terman, Lewis M., et al. "Reading Interests," Genetic Studies of Genius, 1, Chap. 15. (Stanford University, California: Stanford University Press, 1925.)

Reports the amount and the character of the reading of 1,000 gifted children and of a control group, as reported by parents, by teachers, and by the children; includes illuminating analyses and comparisons.

Thorndike, Robert L. Children's Reading Interests. (New York: Teachers College, Columbia University, 1941) 48 p.

Presents the results of a study of reading interests among children in grades 4 to 12, inclusive, through the use of a questionnaire relating to fictitious titles.

Thorndike, Robert L. and Henry, Florence. "Differences in Reading Interests Related to Differences in Sex and Intelligence Level," Elementary School Journal, 40 (June 1940) 751-63.

Compares the responses to a reading-interest questionnaire given to 101 rapid learners and 107 slow learners in grades 6, 7, and 8.

Thyng, Franc J. They All Like to Read. Seventh Bulletin of the Association for Arts in Childhood. (New York: Association for Arts in Childhood, 1943) 1-17.

Reports the results of a 1-year study of the reading interests, experiences and needs of 163 11- and 12-year-old pupils.

Turrell, Amy W. "Interesting Pupils in Reading," Illinois Association of Teachers of English Bulletin, 19 (March-April 1927) 19-28.

Reports the results of an inquiry among 62 teachers of English to determine the books and magazines of most value in creating in pupils a desire to read.

United States Department of Labor. Family Expenditures in Selected Cities, 1935-36. Study of Consumer Purchases, Urban Technical Series, Bulletin No. 648. (Washington: United States Department of Labor, 1941) 386 p.

Reports the results of an elaborate study in selected cities of different sizes in each of several regions of the country to determine how family expenditures for various items, including reading material, varies with income, occupation, and family composition.

Vandiver, Maude and Melcher, William. "The Effect of Library Reading," Educational Administration and Supervision, 15 (March 1929) 190-201.

Reports the results of an analysis of the library reading outside of school hours of pupils in grades 2-8, inclusive, in Montrose, Colorado, to determine the amount of such reading and factors that influence it.

Vernon, M. D. The Experimental Study of Reading. (London: Cambridge University Press, 1931) 190 p.

Presents a concise summary of experimental studies, particularly those recently performed, relating to the psychology of reading.

Von Qualen, Vivian D. and Kambly, Paul E. "Children's Interests in Science as Indicated by Choices of Reading Materials," School Science and Mathematics, 45 (December 1945) 798-806.

Reviews previous studies to determine the various approaches made to the problems and reports the results of a study in grades 4, 5, and 6 to determine the scientific interests of children as indicated by their choices of reading materials.

Vostrovsky, Clara. "A Study of Children's Reading Tastes," Pedagogical Seminary, 6 (December 1899) 523-35.

Summarizes replies to questions submitted to 1,269 children and young people to determine their general reading tastes.

Waples, Douglas. "Community Studies in Reading: I. Reading in the Lower East Side," Library Quarterly, 3 (January 1933) 1-20.

Reports the results of a survey of New York's lower east side to determine the types and proportion of people using the library and the nature of the reading material preferred.

Waples, Douglas. "The Relation of Subject Interests to Actual Reading," Library Quarterly, 2 (January 1932) 42-70.

Summarizes data from groups of textile workers and students showing the relation of the reader's expressed interests in subjects and his actual reading.

Washburne, Carleton and Vogel, Mabel. "What Books Fit What Children," School and Society, 23 (January 1926) 22-24.

Presents the results of a detailed study involving 36,750 children to determine the books which are read and enjoyed by children of various ages and degrees of reading ability.

Washburne, Carleton and Vogel, Mabel. Winnetka Graded Book List. (Chicago: American Library Association, 1926) 286 p.

Includes a list of approximately 700 books approved by children's librarians and reported on favorably by 36,750 children of various ages and degrees of reading ability.

Weekes, Blanche E. The Influence of Meaning on Children's Choices of Poetry. Teachers College Contributions to Education, No. 354. (New York: Teachers College, Columbia University, 1929) 50 p.

Reports the results of studies among sixth-grade pupils to determine the influence of figurative language and related experience on children's choices of poetry.

Wheeler, Theodora. "A Study of Certain Recreational Reading and Vocational Phases in the Lives of Young Girls," Journal of Educational Psychology, 11 (December 1920) 481-501.

Summarizes the results of interviews with 800 girls, ranging in age from 6 to 20 years, to determine their reading interests.

White, Elizabeth Riddell. "Cultivating the Reading Habit," Platoon School, 3 (June, July, August 1929) 58-62.

Reports the results of an experiment among sixth-grade pupils to determine the value of substituting library reading for class instruction in reading.

Wightman, H. J. "A Study of Reading Appreciation," American School Board Journal, 50 (June 1915) 42.

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Williams, Alice Marietta. Children's Choices in Science Books. Child Development Monographs, No. 27. (New York: Teachers College, Columbia University, 1939) 164 p.

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